

Copyright Notification

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

2

Module Contents

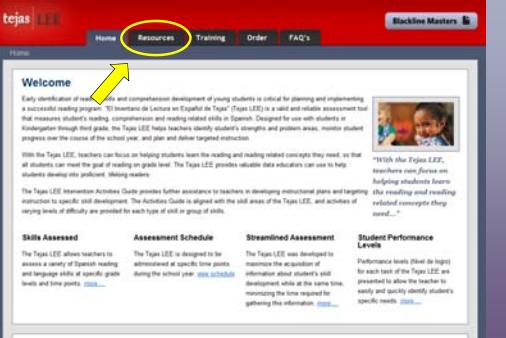
3

- Why Group Students?
- Class Summary Sheet Features
- Automated Class Summary Sheets
- Grouping for Individualized Instruction
- The Tejas LEE Grouping Charts
- The Tejas LEE Grouping Mats

© 2010 University of Houston and Texas Education Agency

Tejas LEE Website

4



The Tejas LEE website features a navigation bar with links to Home, Resources, Training, Order, and FAQ's. The 'Resources' link is circled in yellow. The main content area discusses the Tejas LEE Intervention Activities Guide, which provides teachers with resources to support reading instruction. It highlights the guide's focus on helping students learn reading concepts and its alignment with the Tejas LEE.

With the Tejas LEE, teachers can focus on helping students learn the reading and reading related concepts they need, so that all students can meet the goal of reading on grade level. The Tejas LEE provides valuable data educators can use to help students develop on grade level reading needs.

The Tejas LEE Intervention Activities Guide provides further assistance to teachers in developing instructional plans and targeting instruction to meet all skill development. The Activities Guide is aligned with the skill areas of the Tejas LEE, and activities of varying levels of difficulty are provided for each type of skill or group of skills.

Skills Assessed
The Tejas LEE allows teachers to assess a variety of Spanish reading and language skills at specific grade levels and time points. [Learn more...](#)

Assessment Schedule
The Tejas LEE is designed to be administered at specific time points during the school year. [View Schedule](#)

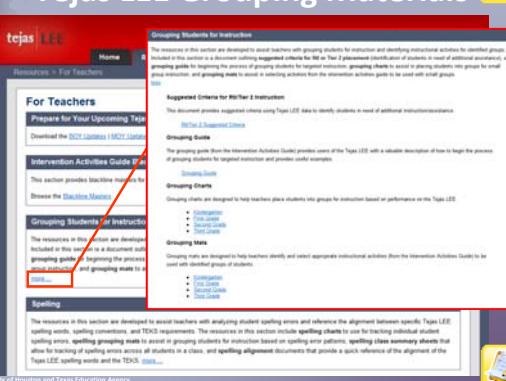
Streamlined Assessment
The Tejas LEE maximizes the acquisition of information by allowing the assessment of multiple skills at the same time, minimizing the time required for gathering this information. [Learn more...](#)

Student Performance Levels
Performance levels (that is, targets for each task of the Tejas LEE) are presented to allow the teacher to easily and quickly identify student's specific needs. [Learn more...](#)

© 2010 University of Houston and Texas Education Agency

Tejas LEE Grouping Materials

5



The 'Grouping Materials' section includes:

- For Teachers**
 - Prepare for Your Upcoming Tejas LEE Test**: Download the [TEAS LEE Grade 1 MCOT Update](#).
 - Intervention Activities Guide**: This section provides valuable resources to support reading instruction.
 - Grouping Students for Instruction**: This section includes a document titled 'Grouping Guide' and 'Grouping Mats'.
 - Spelling**: Resources for analyzing student spelling errors and aligning them with specific Tejas LEE spelling words, spelling conventions, and TEKS requirements.
- Grouping Guide**: Provides criteria for Tier 1, Tier 2, and Tier 3 grouping based on student performance.
- Grouping Charts**: Helps teachers place students into groups for instruction based on performance on the Tejas LEE.
- Grouping Mats**: Allows teachers to group students into small groups for instruction.

© 2010 University of Houston and Texas Education Agency

Why Group Students?

6

The Tejas LEE is intended to drive classroom instruction.

Grouping allows you to focus your instruction on those skills that each student or group of students need in order to read successfully.

Grouping allows you to make efficient use of instructional time.



© 2010 University of Houston and Texas Education Agency

Class Summary Sheet

7

tejas-LEE Resumen de la clase - Segundo grado

Principio del año

Materia(s)	Comprendimiento de los grafonemas			Comprendimiento de lectura			Comprendimiento de las palabras		
Nombre(s)	Exactitud de lectura	Fluidez de lectura	Promedio	Exactitud de lectura	Fluidez de lectura	Promedio	Cuento 1	Cuento 2	Nivel de logro global
Número del estudiante									
Número de estudiantes %									
Porcentaje de estudiantes %									

© 2010 University of Houston and Texas Education Agency

Class Summary Sheet

8

Conocimiento de los grafonemas		Comprensión de lectura					
Sección 1		Sección 2					
Reconocimiento de las palabras		Exactitud de lectura		Fluidez de lectura			
D: 13-15 NE: 5-12 NI: 0-4		Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio
Puntaje	D/NE/NI	IND/INS/FRU	IND/INS/FRU	D/NI	(PLCPM)	(PLCPM)	

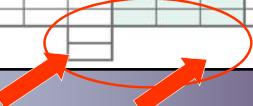
© 2010 University of Houston and Texas Education Agency

NI Number and Percentage 9

To calculate the Percentage of students NI:

$$\frac{\text{Number of students NI}}{\text{Total of students in your class}} \times 100$$

Número de estudiantes NI:	_____
Porcentaje de estudiantes NI:	_____



© 2010 University of Houston and Texas Education Agency

Reading Comprehension Information 10

Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2	Nivel de logro global
IND/INS/FRU	IND/INS/FRU	D/NI	(PLCPM)	(PLCPM)		D: 7-8 NI: 0-6	D: 7-8 NI: 0-6	D/NI

© 2010 University of Houston and Texas Education Agency



Features of the Automated Class Summary Sheet 11

Tejas LEE - Segundo grado

Instrucciones

Principio

Mitad

Final

Gráficas

Generales

- Primero, presione F4 = Save A.S., y archíe con nuevo nombre.
- A continuación, presione el botón de inicio de la pantalla para navegar.
- Al ingresar datos, las celdas son grises.
- Esto significa que no se debe ingresar datos.
- Si Usted ve una celda con datos y la celda es gris, borre los datos o revise la información adjunta. El gris indica que no debe de haber datos en la celda.
- Al ingresar datos, otras celdas "se dorán" así.

Principio del año

- Ingresar el nombre de cada estudiante.

Mitad y final del año

- Estudiantes que tomaron la administración previa aparecerán automáticamente. Elija Sí o No en la columna a la izquierda del nombre del estudiante para confirmar que tomaron el Tejas LEE en esta administración.
- Si un estudiante no tomó la administración previa, pase a la primera hilera en blanco y elija si el estudiante tomó el resultado Mitad (Mitad) del año? para "abrir" las celdas. Luego, ingrese el nombre de los datos.
- Si necesita agregar un estudiante nuevo en MOY o EOY, siempre use una línea nueva.
- Nunca utilice la línea de un estudiante que se ha retirado de su clase debido a que esto causará errores en los datos.

© 2010 University of Houston and Texas Education Agency

BOY View

12

Texas LEE - Segundo grado - Principio del año		
Maestro(a): _____	Conocimiento de los grafófonemas	
Escuela: _____	Sección 1	
Fecha: _____	Reconocimiento de las palabras	
	D=13-15 NE=5-12 NI=0-4	
Nombre del estudiante	Puntaje	D/NE/NI
Briana C	13	D
Tony E	10	NE
Elena G	3	NI

© 2010 University of Houston and Texas Education Agency

MOY View

13

Texas LEE - Segundo grado - Mitad del año		
Maestro(a): _____	Conocimiento de los grafófonemas	
Escuela: _____	Sección 1	
Fecha: _____	Reconocimiento de las palabras	
<input checked="" type="checkbox"/> Administrado mitad del año?	D=13-15 NE=10-12 NI=0-9	
Nombre del estudiante	Puntaje	D/NE/NI
Briana C	12	D
Tony E	8	NE
Elena G	6	NI

© 2010 University of Houston and Texas Education Agency

Additional Features

14

Texas LEE - Segundo grado - Principio del año		
Instrucciones	Conocimiento de los grafófonemas	
Principio	Sección 1	
Mitad	Reconocimiento de las palabras	
Final	D=13-15 NE=5-12 NI=0-4	
<input checked="" type="checkbox"/> Para imprimir	Puntaje	D/NE/NI
Gracias	Nombre del estudiante	
	Briana C	D
	Tony E	NE
	Elena G	NI

© 2010 University of Houston and Texas Education Agency

15

Printable View

Para imprimir

Maestro(a): _____	grafofonemas				
	Sección 1				
Escuela: _____	Reconocimiento de las palabras		Exactitud de lectura		
	D=13-15 NE=5-12 NI=0-4		D=IND o INS NI=FRU		
Fecha: _____	Puntaje	D _{MEAN}	Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro (D _{NI})
Nombre del estudiante					
Briana C	13	D	INS	IND	D
Tonyo E	10	NE	INS	FRU	NI
Clara G	3	NI	FRU	FRU	NI

© 2010 University of Houston and Texas Education Agency

16

Additional Features

Comprensión de lectura

Sección 2

Exactitud de lectura		Fluidez de lectura		Comprensión de lectura	
D=IND o INS NI=FRU				D=7-8 NI=0-4	
Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro global (D _{NI})	Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio
INS	IND	D	55	57	56
INS	FRU	NE	43	43	43
FRU	FRU	NI			
IND	INS	D	107	84	96

© 2010 University of Houston and Texas Education Agency

17

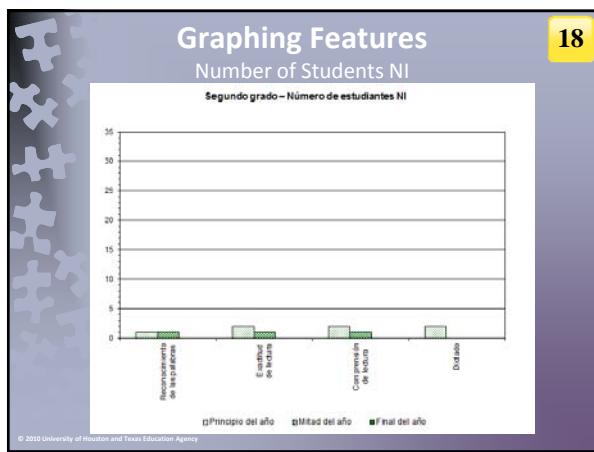
Branching Features

Comprensión de lectura

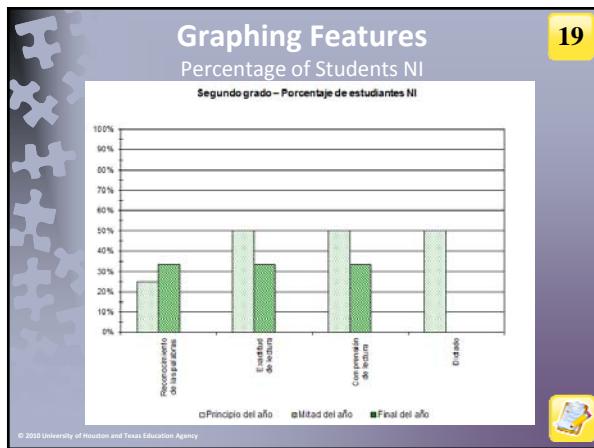
Sección 2

Exactitud de lectura		Fluidez de lectura		Comprensión de lectura	
D=IND o INS NI=FRU				D=7-8 NI=0-4	
Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro global (D _{NI})	Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio
INS	IND	D	55	57	56
INS	FRU	NE	43	43	43
FRU	FRU	NI			
IND	INS	D	107	96	96

© 2010 University of Houston and Texas Education Agency



18



19

Grouping: Converting Results into Effective Instruction

- General Ability Grouping
- Skill Specific Grouping

© 2010 University of Houston and Texas Education Agency

20

21

General Ability Grouping

© 2010 University of Houston and Texas Education Agency

22

Using Tejas LEE Data to Group Students

The sections outlined below will assist you in grouping students using the Tejas LEE data.

- Prepare the Tejas LEE data for grouping.
- Follow the guidelines for differentiated instructional grouping.
- Plan Instruction based on needs.

© 2010 University of Houston and Texas Education Agency

23

Sample Class Summary Sheet

Nombre del maestro:	Nombre del estudiante:	Resumen de la clase - Segundo Grado										Principio del año			
		Conocimiento de las grafomotorias		Comprendimiento de lectura						Conocimiento de las grafomotorias		Promedio	Nota		
		Sesión 1	Sesión 2	Excepción de lectura	Fluidez de lectura	Comprensión de lectura	Sesión 1	Sesión 2	Excepción de lectura	Fluidez de lectura	Sesión 1	Sesión 2			
Promedio	Nota	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	Nº de errores	
Alejo, Luis	13	D	(IND)	(IND)	D	34	57	56	7	8	D	9	D		
Alvarez, Jennifer	12	ND	(IND)	(IND)	D	43	37	7	6	ND	7	ND			
Alvarez, Adela	9	ND	(IND)	(IND)	D	55	40	52	6	ND	6	ND			
Alvarez, Eduardis	6	ND	(IND)	(IND)	D	58	38	38	5	ND	5	ND			
Amaya, Inés	14	D	(IND)	(IND)	D	74	63	69	7	8	D	10	D		
Amaya, Oscar	2	ND	(IND)	(IND)	D	62	55	62	7	8	D	6	D		
Arellano, Edith	15	D	(IND)	(IND)	D	81	83	62	7	7	D	9	D		
Arellano, Kevin	13	ND	(IND)	(IND)	D	27	33	29	5	8	ND	4	ND		
Arellano, Karina	12	D	(IND)	(IND)	D	70	70	28	7	7	D	9	D		
Bonfil, Adriana	12	ND	(IND)	(IND)	D	42	58	42	7	7	D	9	D		
Mateo, Margarita	13	D	(IND)	(IND)	D	91	107	99	6	7	ND	7	ND		
Pardo, Ely	13	D	(IND)	(IND)	D	71	53	42	6	8	D	9	D		
Perez, Graciela	13	D	(IND)	(IND)	D	84	78	84	8	8	D	9	D		
Zapata, Fernando	13	D	(IND)	(IND)	D	55	61	58	8	8	ND	7	ND		
Torales, Ines	2	ND	(IND)	(IND)	M	ND	ND	ND	ND	ND	ND	3	ND		
Torres, Jason	15	D	(IND)	(IND)	D	88	81	85	7	7	D	9	ND		
Número de estudiantes N:		2	13%	Número de estudiantes N:		8	25%	Número de estudiantes N:		9	23%	Número de estudiantes N:		11	27%

Guidelines for differentiated instructional grouping 24

1. Determine which skills should be taught whole group versus small group.

Recommendations:

Large Group: 67% or more NI

Small Group: 66% or less

© 2010 University of Houston and Texas Education Agency

25

Sample Class Summary Sheet

© 2010 University of Houston and Texas Education Agency

Número de los páginas N = 225 NI = 145	Resumen de la clase - Segundo Grado						Principio del año			
	Comprendimiento de los grafismos			Comprendión de lectura			Comprendimiento de los grafismos			
	Sección 1		Sección 2		Promedio		Sección 1		Sección 2	Aver. de logro global
Número de los páginas N = 225 NI = 145	Nombre R/RM/TB	IND/NO/PR	IND/NO/PR	IND/NO/PR	Cuento 1 Cuento 2 Aver. de logro global	Cuento 1 Cuento 2 Aver. de logro global	D+ 7-8 NI	D+ 7-8 NI	D+ 7-8 NI	Prom. A/RM
11	D	IND	IND	D	54 57 54	57 57 56	7 8 7	8 8 7	8 8 7	D
12	NI	IND	IND	D	43 43 43	43 43 43	7 6 6	6 6 6	7 6 6	NI
13	NI	IND	IND	D	55 55 55	55 55 55	52 52 52	52 52 52	52 52 52	NI
8	NI	FIRU	IND	M	38 38 38	38 38 38	5 5 5	5 5 5	5 5 5	NI
14	D	IND	IND	D	74 63 63	69 69 69	7 6 6	8 7 7	7 7 7	D
15	NI	IND	IND	M	55 55 55	55 55 55	52 52 52	52 52 52	52 52 52	NI
16	D	IND	IND	D	43 43 43	43 43 43	42 42 42	42 42 42	42 42 42	D
17	NI	IND	IND	D	27 31 31	29 35 35	5 8 8	6 8 8	6 8 8	NI
18	NI	IND	IND	D	40 40 40	40 40 40	21 21 21	21 21 21	21 21 21	NI
19	NI	IND	IND	D	42 58 58	42 58 58	60 60 60	7 7 7	7 7 7	D
20	D	IND	IND	D	91 207 207	99 99 99	6 7 7	7 7 7	7 7 7	NI
21	D	IND	IND	D	71 59 59	62 62 62	8 8 8	8 8 8	8 8 8	D
22	D	IND	IND	D	49 49 49	51 51 51	5 5 5	5 5 5	5 5 5	NI
23	D	IND	IND	D	55 61 61	58 58 58	8 8 8	6 6 6	7 7 7	NI
2	NI	FIRU	FIRU	NI	7 7 7	8 8 8	7 7 7	7 7 7	7 7 7	NI
19	D	IND	IND	D	48 81 81	80 80 80	7 7 7	7 7 7	7 7 7	D
					13%	25%	56%	56%	56%	73%

26

Comprendión de lectura

© 2010 University of Houston and Texas Education Agency

Número de los páginas N = 225 NI = 145	Comprendión de lectura					
	Sección 2		Promedio		Sección 2	
	Exactitud de lectura		Fluidez de lectura		Comprendión de lectura	
Número de los páginas N = 225 NI = 145	Cuento 1 IND/NO/PR	Cuento 2 IND/NO/PR	Nivel de logro global	Cuento 1 IND/NO/PR	Cuento 2 IND/NO/PR	Nivel de logro global
IND	IND	D	8%	54 33 56	7 8 7	D
IND	IND	D	43 37 40	43 37 40	7 6 6	NI
INS	INS	D	55 48 52	55 48 52	6 6 6	NI
FIRU	INS	NI	55 58 58	38 38 38	5 5 5	NI
IND	INS	D	74 63 69	74 63 69	7 8 7	D
FIRU	FIRU	NI	61 63 62	61 63 62	7 7 7	NI
INS	IND	D	61 31 29	61 31 29	5 8 5	D
IND	IND	D	27 31 31	27 31 31	5 8 5	NI
FIRU	IND	M	55 58 58	55 58 58	6 6 6	NI
FIRU	INS	D	62 58 60	62 58 60	7 7 7	D
IND	IND	D	91 107 99	91 107 99	6 7 7	NI
INS	IND	D	71 53 62	71 53 62	8 8 8	D
INS	INS	D	84 76 80	84 76 80	8 7 7	D
INS	INS	D	55 61 58	55 61 58	8 6 6	NI
FIRU	FIRU	NI	7 7 7	7 7 7	7 7 7	NI
IND	IND	D	88 81 85	88 81 85	7 7 7	D
			4	25%		56%
						73%

Small vs. Whole Group Instruction

Whole 66% or more
Small less than 66%

Sample Class Summary Sheet 27

Conocimiento de los grafos Seccción 1	Resumen de la clase - Segundo Grado				Principio del año			
	Comprendiendo la lectura				Conocimiento de los grafos Seccción 2			
	Excellency de lectura	Fluency de lectura	Comprendiendo la lectura	Detailed	Excellency de lectura	Fluency de lectura	Comprendiendo la lectura	Detailed
<small>D = 1-35 NE = 36-42 NI = 43-64</small>	<small>Nombre/ID</small>	<small>Nombre/ID</small>	<small>Nombre/ID</small>	<small>Nombre/ID</small>	<small>Nombre/ID</small>	<small>Nombre/ID</small>	<small>Nombre/ID</small>	
13 D	IND	IND	D	43 NE	54 NE	40 NE	5 D	
12 NE	IND	IND	D	43 NE	54 NE	40 NE	7 NI	
9 NE	IND	IND	D	55 NE	48 NE	52 NE	6 NI	
10 NE	IND	IND	D	55 NE	58 NE	53 NE	7 NI	
14 D	IND	IND	D	74 NE	69 NE	7 D	20 D	
2 NE	IND	IND	D	NE	NE	NE	NE	
15 D	IND	IND	D	61 NE	63 NE	62 NE	7 D	
12 NE	IND	IND	D	77 NE	75 NE	77 NE	8 D	
5 NE	IND	IND	D	NE	28	29	6 NI	
12 NE	IND	IND	D	42 NE	58	60	7 D	
13 D	IND	IND	D	71 NE	57 NE	62 NE	8 D	
15 D	IND	IND	D	84 NE	76 NE	86	7 D	
12 NE	IND	IND	D	55 NE	61 NE	59 NE	7 NI	
2 NE	IND	IND	D	NE	14	NE	NE	
15 D	IND	IND	D	88 NE	83 NE	85	7 D	
<small>Total: 200%</small>	<small>2</small>	<small>4</small>			<small>31</small>	<small>169%</small>	<small>13</small>	

© 2010 University of Houston and Texas Education Agency

Sample Class Summary Sheet 28

Maestra: _____ Escuela: _____	Conocimiento de los grafos			
	Sección 1 Reconocimiento de las palabras			
	<small>D = 1-35 NE = 36-42 NI = 43-64</small>	<small>Puntaje</small>	<small>D/N/NE</small>	<small>Nombre del estudiante</small>
Avila, Luis	13	D		
Calles, Jennifer	12	NE		
Enriquez, Adan	9	NE		
Fontalvo, Eduardo	6	NE		
Garcia, Jose	—	D		
Gonzalez, Omar	2	NI		
Herrera, Eddie	15	D		
Jimenez, Kevin	11	NE		
Martinez, Camila	5	NE		
Mireles, Adriana	12	NE		
Nieto, Margarita	15	D		
Pardo, Eloy	13	D		
Quijones, Graciela	15	D		
Rosa, Fernando	—	D		
Salinas, Josue	2	NI		
Torres, Jason	15	D		

© 2010 University of Houston and Texas Education Agency

Tejas LEE Grouping Chart 29

Conocimiento de los grafos Seccción 1	Excellency	Fluency	Comprehension	Final	Entrega de instrucción
100					
80					
60					
40					
20					
0					

Continúa avanzando con el Guía de actividades de intervención

Conocimiento de la MTR ingreso	Conciencia fonética	Conocimiento de los grafofonemas	Fluency	Comprehension	Vocabulario	Estructura
p. 1	p. 9	p. 21	p. 57	p. 57	p. 175	p. 165

© 2010 University of Houston and Texas Education Agency

Guidelines for differentiated instructional grouping 30

2. Group student names into the High and Low categories for each skill (do not fill in the Final or Enfoque de instrucción columns). Using the *Resumen de la clase*, identify students who score as High or Low on each skill. Place their names into the appropriate box. All other names should be placed in the Middle group (this group will eventually be broken into Middle High and Middle Low).

© 2010 University of Houston and Texas Education Agency

The Low Group 31

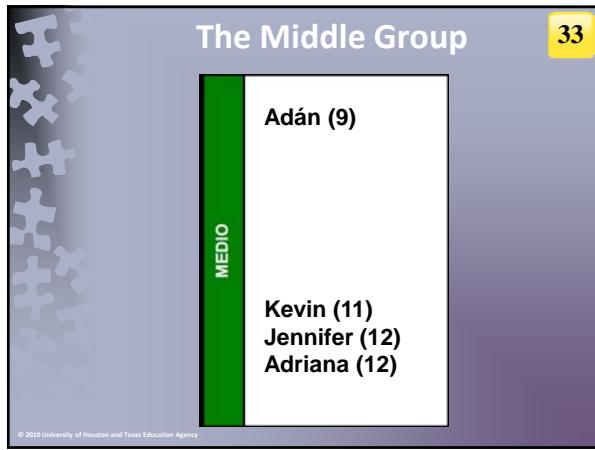
BAJO	G2	Conocimiento de Reconocimiento de las palabras
		Omar (2) Josue (2)
		Camila (5) Eduardo (6)

© 2010 University of Houston and Texas Education Agency

The High Group 32

ALTO	Luis (13)
	Eloy (13)
	Fernando (13)
	José (14)
	Eddie (15)
	Margarita (15)
	Graciela (15)
	Jason (15)

© 2010 University of Houston and Texas Education Agency



33

Resumen de la clase Segundo Grado										Principio del año					
Nombre:	Apellido:	Sexo:	Clase:	Conocimiento de las grafomotorias				Comprendiendo de lectura				Conocimiento de las grafomotorias			
				Session 1	Session 2	Session 3	Session 4	Session 1	Session 2	Session 3	Session 4	Session 1	Session 2	Session 3	Session 4
Aleja, Luis	12	H	IND	IND	IND	IND	IND	37	40	7	6	ND	7	ND	ND
Cárdenas, Jennifer	12	H	IND	IND	IND	IND	IND	40	32	6	6	ND	6	ND	ND
Enriquez, Adán	9	H	IND	IND	IND	IND	IND	38	36	8	5	ND	5	ND	ND
García, Adrián	9	H	IND	IND	IND	IND	IND	39	38	8	5	ND	5	ND	ND
García, Israel	14	O	IND	IND	IND	IND	IND	63	69	7	8	D	10	D	ND
González, Omar	2	H	FIRU	FIRU	FIRU	FIRU	FIRU	ND	ND	ND	ND	ND	5	ND	ND
Herrera, Esteban	15	O	IND	IND	IND	IND	IND	63	62	7	7	D	9	D	ND
Herrera, Ivonne	12	H	IND	IND	IND	IND	IND	33	33	5	6	ND	6	ND	ND
Herrera, Luis	12	H	IND	IND	IND	IND	IND	37	37	5	6	ND	6	ND	ND
Hernández, Camila	5	H	IND	IND	IND	IND	IND	28	28	6	6	ND	6	ND	ND
Montiel, Adriana	12	H	IND	IND	IND	IND	IND	54	60	7	7	D	9	D	ND
Núñez, Margarita	12	H	IND	IND	IND	IND	IND	37	37	5	6	ND	6	ND	ND
Pérez, Eloy	13	O	IND	IND	IND	IND	IND	53	42	8	8	D	10	D	ND
Quiñones, Graciela	15	O	IND	IND	IND	IND	IND	76	80	8	7	D	9	ND	ND
Rosa, Fernando	13	O	IND	IND	IND	IND	IND	63	68	8	6	ND	7	ND	ND
Sánchez, Juan	2	H	IND	IND	IND	IND	IND	ND	ND	ND	ND	ND	2	ND	ND
Torres, Jason	15	O	IND	IND	IND	IND	IND	88	83	85	7	D	9	ND	ND
Número de estudiantes Ni				2	4	6	11	Porcentaje de estudiantes Ni				56%	54%	74%	73%

34

Conocimiento de las grafomotorias		Efectividad		Fluency		Comprensión		Final		Enfoque de instrucción	
Recomendación de las grafomotorias	Decisión	INJ/INS	FRU/FRU	INJ/INS	FRU/FRU	INJ/INS	FRU/FRU	INJ/INS	FRU/FRU	INJ/INS	FRU/FRU
Omar (2) Josue (2)											
Camila (5) Eduardo (6)											
Adán (9)		INJ/INS Adán Ariana Graciela Fernando	FRU/FRU Omar Josue								
Kevin (11) Jennifer (12) Adriana (12)		INJ/INS Kevin Jennifer José Luis Kevin Eloy	FRU/FRU Ariana Graciela Fernando								
Luis (13) Elié (12) Fernando (12) José (13) Ariana (12) Graciela (15) Jaén (13)		INJ/INS Luis Margarita Jaén	FRU/FRU Eddie Miguel José Graciela (15)								

35

© 2010 University of Houston and Texas Education Agency

Helpful Hints

36

- When making grouping decisions, look at the raw (numerical) score as well as the performance level.
- It is often helpful to record the student accuracy score and the actual fluency score to assist with grouping and instruction.

© 2010 University of Houston and Texas Education Agency

Your Turn

37

- Complete the Grouping Chart, all the way across up to and including the Comprehension column.
- DO NOT yet complete the Spelling, Final, or Instructional Focus columns.

© 2010 University of Houston and Texas Education Agency

Sample Class Summary Sheet

38

Nombre del estudiante	Resumen de la clase - Segundo Grado												Principio del año	
	Conocimiento de las grafosfónicas			Comprendimiento de lectura						Conocimiento de las grafosfónicas				
	Sesión 1		Sesión 2		Sesión 1		Sesión 2		Sesión 1		Sesión 2			
	Prueba	Grado	Nivel	Indefinido	Identificó	Nivel	Indefinido	Identificó	Nivel	Indefinido	Identificó	Nivel	Indefinido	
Alejo, Luis	13	D	(IND)	(IND)	D	34	57	56	7	B	D	B	D	
Alvarez, Jennifer	12	N	(IND)	(IND)	D	43	37	29	7	N	N	7	N	
Anderson, Addie	9	N	(IND)	(IND)	D	55	40	52	6	N	N	6	N	
Antonatos, Eduardis	6	N	(IND)	(IND)	M	38	38	51	5	N	5	N		
Arellano, Ingrid	14	C	(IND)	(IND)	D	74	63	69	7	B	D	10	D	
Arellano, Oscar	2	N	(IND)	(IND)	D	27	33	28	5	B	D	2	N	
Arellano, Tatjana	15	D	(IND)	(IND)	D	81	83	82	7	B	D	10	D	
Arevalo, Kevin	13	N	(IND)	(IND)	D	27	33	29	5	B	N	4	N	
Arevalo, Luisa	12	C	(IND)	(IND)	D	77	70	78	7	B	D	10	D	
Arevalos, Adelina	12	N	(IND)	(IND)	D	42	58	47	7	B	D	10	D	
Arevalos, Cynthia	13	D	(IND)	(IND)	D	91	107	99	6	T	N	7	N	
Arevalos, Erika	13	D	(IND)	(IND)	D	71	53	42	6	R	D	9	D	
Arevalos, Ely	13	D	(IND)	(IND)	D	71	53	42	6	R	D	9	D	
Arevalos, Graciela	13	D	(IND)	(IND)	D	84	78	89	8	R	D	9	D	
Arevalos, Fernando	13	D	(IND)	(IND)	D	55	61	58	8	R	N	7	N	
Arevalos, Inesae	2	N	(IND)	(IND)	M	88	81	85	7	T	N	3	N	
Arevalos, Jesus	15	D	(IND)	(IND)	D	88	81	85	7	T	N	7	N	
Número de estudiantes N:		2	Porcentaje de estudiantes N:		13%					8	Porcentaje de estudiantes N:		25%	
										9	Porcentaje de estudiantes N:		11%	
										11	Porcentaje de estudiantes N:		17%	

Grouping for Spelling 39

Dictado

Whole Class

Dictado
Josue (3) Kevin (4) Eduardo (5) Omar (5)
Adán (6) Camila (6)
Jennifer (7) Margarita (7) Fernando (7)
Graciela (8) Jason (8)
Luis (9) Eddie (9) Adriana (9) Eloy (9) José (10)

© 2010 University of Houston and Texas Education Agency

Final BOY Skill Grouping 40

Resumen de los grupos		Dictado	Escriptura	Fuente	Comprensión	Final	Enfoque de instrucción
RAZO	Omar (2) Josue (2)	Josue (3) Kevin (4)	ERU/ERU Josue	N/A Omar Josue	N/A Omar Josue		
	Camila (5) Eduardo (6)	Eduardo (5) Omar (5)	ERU/NS Eduardo Camila	One story Camila (28) Eduardo (38)	One story Camila (28) Eduardo -/S	Eduardo -/S Camila -/6	
MÉTODO	Adán (9)	Adán (6) Camila (6)	INS/NS Adán Adriana Graciela Fernando	Two stories Adán (29) Kevin (29) Jennifer (40)	Two stories Adán (52) Luis (50)	N/A/N/A Adán 6/6	
	Jennifer (7) Margarita (7) Fernando (7)	Graciela (8) Jason (8)	INS/ND Jennifer José Eddie Kevin Eloy	Adriana (60) Eloy (62) Eddie (62) José (69)	Adriana (60) Eloy (62) Eddie (62) José (69)	BLD Kevin 5/8 Margarita 6/7 Jennifer 7/6 Fernando 8/6	
ACTIVO	Luis (11) Eddie (11) Fernando (12)	Luis (9) Eddie (9) Adriana (9) Eloy (9) José (10)	IND/ND Luis Margarita Jason	Graciela (90) Jason (85) Margarita (99)	GRD Luis 7/7 Adriana 7/7 Jason 7/7 Luis 7/8 Graciela 7/7 Eloy 4/6		
	José (14) Adriana (15) Margarita (15) Graciela (15)						

© 2010 University of Houston and Texas Education Agency

Guidelines for differentiated instructional grouping 41

3. Identify students who consistently fall into the Low group across skills. These students' names should be placed in the Final column for the Low group. Define the instructional needs for this group and write them in the **Enfoque de instrucción** column.

© 2010 University of Houston and Texas Education Agency



Guidelines for differentiated instructional grouping 42

4. Identify students who consistently fall into the High group across skills. These students' names should be placed in the Final column for the High group. Define the instructional needs for this group and write these in the *Enfoque de instrucción* column.

© 2010 University of Houston and Texas Education Agency



Guidelines for differentiated instructional grouping 43

5. Begin to separate students in the Middle group by those who fall into the Middle group across most skills and the Low group on some; and those who fall into the Middle group across most skills and the High group on some skills. These two groups most likely will be the base for your Middle Low and Middle High groups. List the names of these students in the Middle Low or Middle High Final columns. Determine the instructional needs of the Middle Low and Middle High groups and write them in the *Enfoque de instrucción* column.

© 2010 University of Houston and Texas Education Agency



Guidelines for differentiated instructional grouping 44

6. Some students will not follow the specific patterns discussed above and at this step, you might have some students who have yet to be placed into a Final group. To place these students, examine the instructional focus of your groups and place students into the group their skill levels are most closely aligned with and where the instructional focus will be most beneficial to the student.

© 2010 University of Houston and Texas Education Agency

Guidelines for differentiated instructional grouping 45

7. Once all of students have been placed into Final groups, re-examine your grouping and instructional goals to ensure all student needs are being addressed. You may need to regroup a few students at this stage.

© 2010 University of Houston and Texas Education Agency

Final BOY Ability Grouping 46

Resumen de los grupos		Dilecto	Excepcional	Fundamental	Comprensión	Final	Enfoque de instrucción
BAJO	Omar (2) Josue (2) Camila (5) Adán (6)	Josue (3) Margarita (4) Eduardo (5) Omar (5)	FRU/FRU Josue Omar Josue	N/A Omar Josue	N/A Omar Josue		
MEDIO	Eduardo (9)	FRU/NS Eduardo Camila	One story Eduardo Camila	One story Camila (28) Eduardo (38)	One story Eduardo -/S Camila -/6		
ALTO	Kevin (11) Jennifer (12) Adriana (12)	Camilla (6) Jason (6) Jennifer (7) Kevin (7) Fernando (7)	INS/NS Adán Eddie Eloy Fernando	Two stories Adán (29) Kevin (29) Jennifer (40)	Two stories Adán (29) Kevin (29) Jennifer (40)	N/A/N/A Adán 6/6	
	Adán (8) Graciela (8)	INS/ND José Kevin Adriana Graciela	INS/ND José Kevin Adriana Graciela	Eddie (52) Luis (52) Eloy (58)	Eddie (52) Luis (52) Eloy (58)	MLD Kevin 5/8 Margarita 6/6 Jennifer 7/6 Fernando 8/6	
	Luis (13) Eloy (13) Fernando (13) José (14) Adriana (15) Graciela (15) Eduardo (15) José (15)	IND/ND Luis Margarita Jason	GRD Luis Margarita Jason	Graciela (90) Jason (85) Margarita (99)	GRD Luis 7/7 Margarita 7/7 Jason 7/7 Graciela 7/7 Eloy 4/6		

© 2010 University of Houston and Texas Education Agency

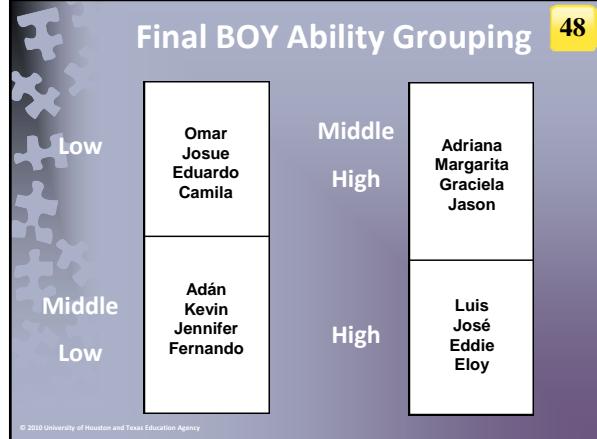
Group Activity 47



© 2010 University of Houston and Texas Education Agency

Final BOY Ability Grouping

48



Using Tejas LEE Data to Group Students

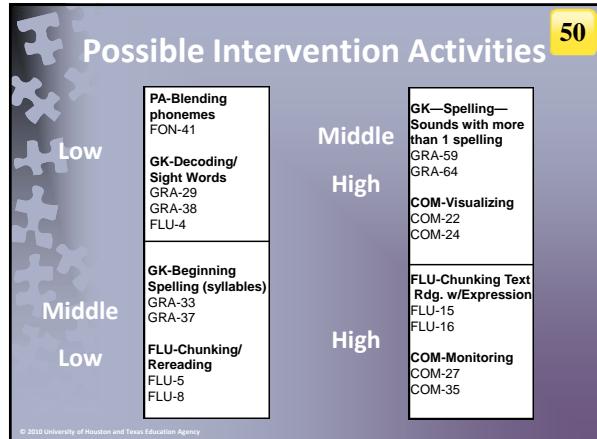
49

The sections outlined below will assist you in grouping students using the Tejas LEE data.

- Prepare the Tejas LEE data for grouping.
- Follow the guidelines for differentiated instructional grouping.
- Plan Instruction based on needs.

Possible Intervention Activities

50





© 2010 University of Houston and Texas Education Agency

A slide titled "Tejas LEE Grouping Mats" with a yellow box containing the number 52 in the top right corner. It features a section titled "Purpose" with two bullet points and a large table below it.

© 2010 University of Houston and Texas Education Agency

A slide titled "Grouping Mat Grade 2" with a yellow box containing the number 53 in the top right corner. It displays a "Tejas LEE Grouping Mat Second Grade" table with various skill categories and student names.

© 2010 University of Houston and Texas Education Agency

Features of the Grouping Mats 54

tejas-LEE		Tejas LEE Grouping Mat Second Grade											
Tier 1 Students	Notes	2.2-Comprensión de lectura BOY, MOY, EOY		Fluidez de lectura		2.3 Dictado BOY, MOY, EOY		Vocabulario		Matemáticas		Habilidades	
		Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected		
Tier 2 Students													
Tier 3 Students													
<small>© 2010 University of Houston and Texas Education Agency</small>													

Features of the Grouping Mats 55

tejas-LEE		Tejas LEE Grouping Mat Second Grade											
Tier 1 Students	Notes	2.2-Comprensión de lectura BOY, MOY, EOY		Fluidez de lectura		2.3 Dictado BOY, MOY, EOY		Vocabulario		Matemáticas		Habilidades	
		Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected		
Tier 2 Students													
Tier 3 Students													
<small>© 2010 University of Houston and Texas Education Agency</small>													

Features of the Grouping Mats 56

tejas-LEE		Tejas LEE Grouping Mat Second Grade											
Tier 1 Students	Notes	2.2-Comprensión de lectura BOY, MOY, EOY		Fluidez de lectura		2.3 Dictado BOY, MOY, EOY		Vocabulario		Matemáticas		Habilidades	
		Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected		
Tier 2 Students													
Tier 3 Students													
<small>© 2010 University of Houston and Texas Education Agency</small>													

Features of the Grouping Mats 57

Tejas-LEE Grouping Mat
Second Grade

Tier 3 Students

Student Names

Explicit

Using the Grouping Mats 58

Step 1:

Prepare the data on your class summary sheet.

Step 2:
Focus on a specific skill

Sección 1
Reconocimiento de las palabras

Nombre	Puntaje	Porcentaje de estudiante NI
Avila, Luis	13	D
Calles, Jennifer	12	NE
Enriquez, Adán	9	NE
Fontalvo, Eduardo	6	NE
Garcia, José	14	D
González, Omar	2	NI
Herrera, Eddie	15	D
Jiménez, Kevin	11	NE
Martinez, Camila	5	NE
Mireles, Adriana	12	NE
Nieto, Margarita	15	D
Pardo, Boy	13	D
Quiñones, Graciela	15	D
Rosa, Fernando	13	D
Salinas, Josue	2	NI
Torres, Jason	15	D

Número de estudiantes NI: 2
Porcentaje de estudiantes NI: 13%

Step 3:

Enter all NI student names under the appropriate column.

2.1-Reconocimiento de las palabras BOY, MOY, EOY	
Activity	Selected
GRA-8	
GRA-11	
GRA-27	
GRA-31	
GRA-35	
GRA-36	
GRA-37	
GRA-39	
GRA-40	
GRA-43	
FLU-2	
FLU-7	
FLU-12	
COM-5	
COM-16	

Student Names	
Omar	
Josue	
Adán	
Eduardo	
Camila	

© 2010 University of Houston and Texas Education Agency

60

Step 4:

Pick one or more activities.

2.1-Reconocimiento de las palabras BOY, MOY, EOY	
Activity	Selected
GRA-8	
GRA-11	
GRA-27	✓
GRA-31	
GRA-35	
GRA-36	✓
GRA-37	
GRA-39	
GRA-40	✓
GRA-43	
FLU-2	
FLU-7	
FLU-12	
COM-5	
COM-16	

© 2010 University of Houston and Texas Education Agency

61

Step 5:

Comenzando con las palabras BOY, MOY, EOY																																																																														
GRA-40 Unión de sílabas																																																																														
<p>Comenzando con las palabras BOY, MOY, EOY</p> <p>GRA-40 Unión de sílabas</p> <p>Students will create and use word wheels to practice reading words.</p> <p>Los estudiantes crearán y usarán ruedas de palabras para practicar la lectura de las palabras.</p> <p>MATERIALES: Cartulinas, marcadores, tarjetas de índice, tijeras, tachuelas.</p> <p>Siga el mismo procedimiento de la Rueda de palabras, pero usando sílabas.</p> <p>Sílabas abiertas: cv cv (consonante, vocal)</p> <table border="1"> <tr><td>cv</td><td>cv</td><td>cv</td><td>cv</td><td>cv</td></tr> <tr><td>sa</td><td>ca</td><td>ma</td><td>la</td><td>pa</td><td>ga</td></tr> <tr><td>sa</td><td>co</td><td>ma</td><td>mb</td><td>pa</td><td>ja</td></tr> <tr><td>sa</td><td>la</td><td>ma</td><td>no</td><td>pa</td><td>la</td></tr> <tr><td>sa</td><td>na</td><td>ma</td><td>pa</td><td>pa</td><td>pá</td></tr> <tr><td>sa</td><td>po</td><td>ma</td><td>sa</td><td>pa</td><td>ra</td></tr> <tr><td></td><td>ma</td><td>ta</td><td>pa</td><td>sa</td><td></td></tr> <tr><td></td><td></td><td></td><td>pa</td><td>ta</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>pa</td><td>vo</td></tr> </table> <p>Variaciones:</p> <ul style="list-style-type: none"> * Los estudiantes pueden ilustrar las palabras que nombran y hacer un libro de sus palabras. * Los estudiantes pueden dibujar en una tarjeta algo que empieza con la letra de estudio. Exhiba los dibujos en el árbol de letras. Los estudiantes pronuncian la palabra y pegan la tarjeta en el árbol de la letra correcta. 	cv	cv	cv	cv	cv	sa	ca	ma	la	pa	ga	sa	co	ma	mb	pa	ja	sa	la	ma	no	pa	la	sa	na	ma	pa	pa	pá	sa	po	ma	sa	pa	ra		ma	ta	pa	sa					pa	ta						pa	vo	<p>Sílabas abiertas y sílabas cerradas: cv cv (consonante, vocal, consonante)</p> <table border="1"> <tr><td>cv</td><td>ev</td><td>eve</td><td>cv</td><td>ev</td><td>cvc</td></tr> <tr><td>sa</td><td>be</td><td>ber</td><td>ca</td><td>par</td><td>les</td></tr> <tr><td>sa</td><td>car</td><td>mar</td><td>zo</td><td>par</td><td>tir</td></tr> <tr><td>sa</td><td>lir</td><td>Mar</td><td>te</td><td>par</td><td>dos</td></tr> </table>	cv	ev	eve	cv	ev	cvc	sa	be	ber	ca	par	les	sa	car	mar	zo	par	tir	sa	lir	Mar	te	par	dos
cv	cv	cv	cv	cv																																																																										
sa	ca	ma	la	pa	ga																																																																									
sa	co	ma	mb	pa	ja																																																																									
sa	la	ma	no	pa	la																																																																									
sa	na	ma	pa	pa	pá																																																																									
sa	po	ma	sa	pa	ra																																																																									
	ma	ta	pa	sa																																																																										
			pa	ta																																																																										
				pa	vo																																																																									
cv	ev	eve	cv	ev	cvc																																																																									
sa	be	ber	ca	par	les																																																																									
sa	car	mar	zo	par	tir																																																																									
sa	lir	Mar	te	par	dos																																																																									

© 2010 University of Houston and Texas Education Agency

62

OPTIONAL
Make your own grouping mat.

63

Tejas-LEE

Tejas-LEE Grouping Mat
Second Grade

Materials needed:

© 2010 University of Houston and Texas Education Agency

 +  + 



Step 6: Implement

64



© 2010 University of Houston and Texas Education Agency



Questions & Answers

65

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
