



= Main Idea



=Key Points



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Participant Packet

Proper Administration Procedures, Kindergarten

Slide 4: *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

Slides 9: *Kindergarten Administration Schedule*



Tejas LEE is given at three time points.

Beginning of Year (BOY): _____

Middle of year (MOY): Mid-January

End of Year (EOY): Mid-April

Slides 10-12: *Tejas LEE Performance Levels*



Desarrollado (D):

Nivel Esperado (NE):

Nivel de Intervencion (NI):

Slide 20: *Concepts Assessed in Kindergarten*



The Kindergarten Tejas LEE assesses the following skills:

- Book and Print Awareness
- _____
- Graphophonemic Knowledge
- _____
- Reading Comprehension



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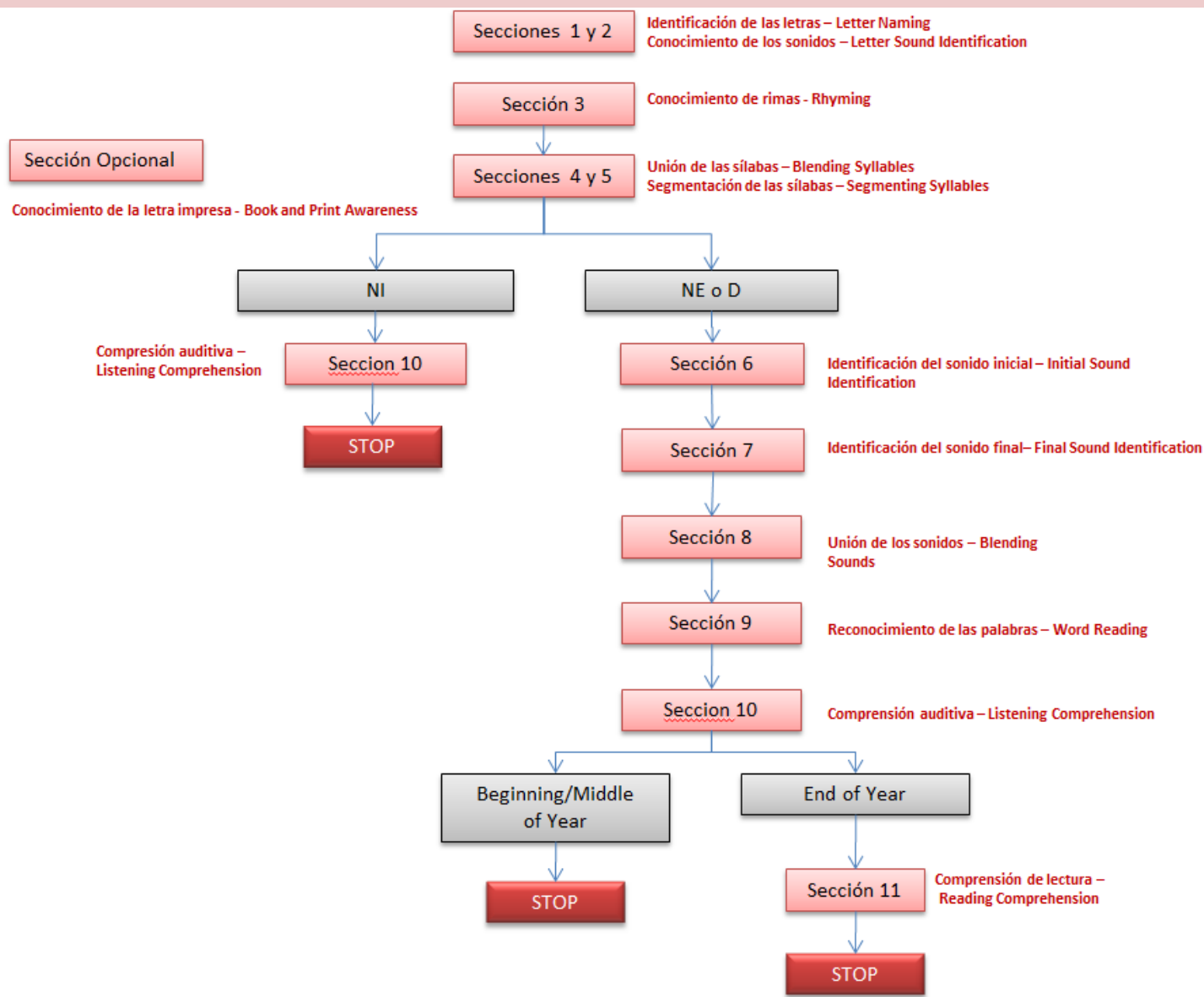


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Slide 21: Kindergarten: Administration Sequence





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Slides 25-27: Book and Print Awareness



In Kindergarten, the Book and Print Awareness section is _____.

Tips for administration

- Choose a book that contains the following:
 - Printed Title
 - Complete sentences of text.
 - More than one line or page of text (so student can answer #5).
 - Large font size
- Use the same book with the entire class

Slide 28-31: Phonological Awareness



Phonological Awareness is strictly _____.

Tips for administration

- Keep phoneme sounds clipped and clear.
- Avoid adding a schwa after consonant sounds. For examples, saying /puh/ instead of /p/. This can be confusing for students.
- Students should not be penalized for dialectical differences.
- When administering blending sections, teachers should leave distinct pauses between each syllable or sound to avoid blending for students.

Slide 35: Branching Rules for Unión y segmentación de las sílabas



In Kindergarten, for combined Sections 4 and 5:

- If a student's performance level is D (10-12) continue with _____.
- If a student's performance level is NE (5-9) continue with _____.
- If a student's performance level is NI (0-4) continue with _____.



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Slide 39: *Identificación del sonido final (Section 7)--Teacher Guide Error*



In the practice section for Section 7, please replace the word “papel” with the word “animal”.

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

animal

animal

Slide 41: *Think, Turn and Talk*



Think, Turn and Talk with a partner about the following questions:

- Why is phonological awareness an important skill in Kindergarten?
- Why is it important for Kindergarteners to know both syllable and phoneme tasks?



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Slide 45: Graphophonemic Knowledge: Identificación de las letras y conocimiento de los sonidos (Sections 1 and 2)



Tips for administration

- Sections 1 and 2 are administered and scored simultaneously, but have separate performance levels.
- For faster scoring, teacher may choose to only score the incorrect responses (0) during the administration, and afterwards go back and score the correct responses (1).
- If a student misses 5 consecutive _____ in a row, end administration of this section. Continue only with letter _____.
- If student provides letter name instead of the letter sound, the teacher may prompt: _____
- Teacher should accept as correct *any* correct sound for a given letter.

Slide 46: Graphophonemic Knowledge: Reconocimiento de las palabras



Tips for administration

- This section measures single word decoding ability.
- Remember to use a blank sheet of paper to uncover one word at a time.
- This section also requires the use of the task cards.

Slides 48-50: Comprehension Questions



Tips for administration

- Suggested answers are listed after every comprehension question. However, due to space limitations not all possible answers are listed. Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- In some cases, questions may require more than one answer in order to be scored correct. For those questions, the number of responses needed for a correct score will be listed under the suggested answers.
- When the question requires more than one answer, the teacher may prompt the student for an additional response by saying, _____.

Sample Question:

6. ¿Cómo sabemos que Mario es un buen mago?

Respuesta: sabe muchos trucos, hace desaparecer a la gente, todo el público aplaude
Se requiere una sola respuesta.



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Slides 51-54: Listening Comprehension (Section 10)



Reminders:

- There is a different listening comprehension story for each administration time point.
- At Beginning of Year, there are ____ explicit and ____ implicit questions.
- At End of Year, there are ____ explicit and ____ implicit questions.
- At BOY and MOY, this will be the final section in the assessment.
- At EOY, students may branch to Section 11, _____, but only if they scored Developed on _____.

Slides 55-56: Reading Comprehension (Section 11)



Reminders:

- This section is only given at End of Year.
- Not all students will take this section. Students must score Developed on _____ in order to take this section.
- If student misses _____ in first sentence, stop the task and score as NI.
- If student successfully reads the text, administer the three comprehension questions.
- This section will also require the use of the *Cuaderno de lecturas*.

Practice: Use materials on next page.



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Guía de administración (Teacher's Guide)

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

Ahora vas a leer un cuento llamado "El bebé". Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Cuaderno de lecturas (Student Story Booklet)

Sección 11 - Final del año El bebé

Mi mamá tuvo un bebé.
El bebé está en su cuna.
El toma leche.

Folleto de respuestas del estudiante (Student Record Sheet)

Sección 11		Comprensión de lectura—Final del año	
Preguntas de comprensión de "El bebé" (Cuento 4)		Puntos (0,1)	
Explicitas	1. ¿Qué tuvo la mamá? Respuesta: un bebé	Explicitas	
	2. ¿En dónde está el bebé? Respuesta: en su cuna		
	3. ¿Qué toma el bebé? Respuesta: toma leche		
TOTAL: (3 posibles)			
Nivel de logro: Trace un círculo alrededor del nivel apropiado.		D 3	
		NI 0-2	

Pare



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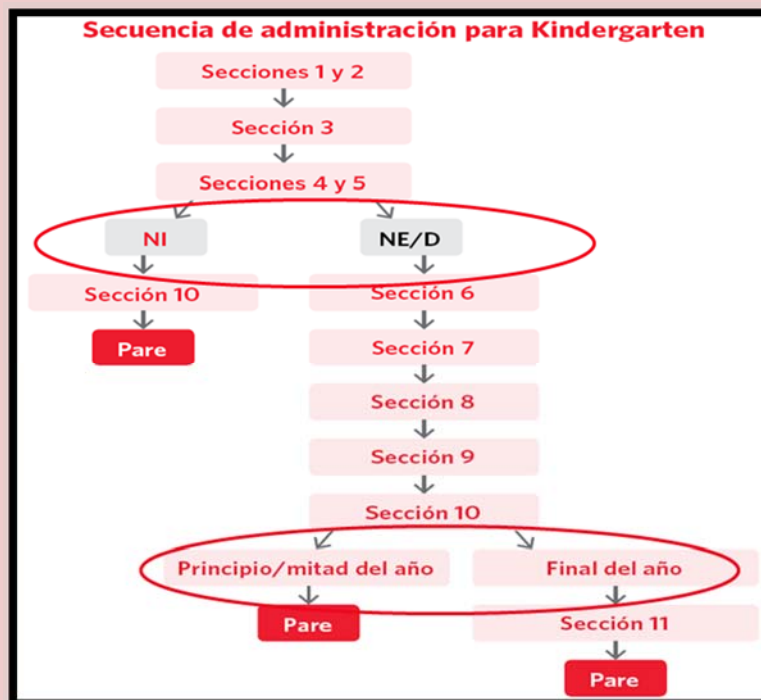


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Slides 57: Branching Rules



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




Slides 58: Entry Point Rules



Reminders:

- Formally known as the Jumping In Rules.
- Entry Point Rules avoid re-administration of some sections on which a student has already scored _____ in a _____ administration.
- To determine whether a section needs to be re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.

Sección 3 		Conocimiento de rimas
Materiales: Folleto de respuestas del estudiante		
Administración:	Principio del año Administre todas las preguntas.	
	Mitad y final del año NE o NI en la administración previa, administre esta sección. D en la administración previa, no necesita administrarla. Continúe con la Sección 4.	