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Contents of this Module 3

- Kit and MPLP Contents
- Components
- Structure
- General Guidelines
- Administering the MPLP
- Documenting Student Progress
- Interpreting and Planning

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What Comes in the MPLP Kit? 4

Each MPLP Kit Includes:

Guía de administración
(Teacher Guide)

Cuaderno de lecturas
(Student Story Booklet)

Available for purchase
separately:

15 Folletos de respuestas del
estudiante para el grado de
administración (15 Grade Level
Student Record Booklets—
Specify the grade needed)



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Components of MPLP 5

Exactitud, fluidez y comprensión de lectura:

- Reading Accuracy and Fluency Stories
- Reading Comprehension Questions

Reconocimiento de las palabras:

- Word Reading (Decoding) Lists (First Grade only)

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The MPLP measures progress in:

- **Reading Accuracy**
- **Reading Fluency**
- **Reading Comprehension**

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Structure of the MPLP

12 Stories per grade level

- Stories are of approximately the same level of difficulty
- Each story appears twice in the student record booklets
- Tables are presented for 2 and 6 week administration schedule for all stories

6 Word Lists (First Grade ONLY)

- Each word list is progressively more difficult
- Word lists developed by lexiling 1st grade stories and eliminating related words
- Each word list has columns for 2 administrations, more can be added by hand if necessary

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General Guidelines

1. Always use your teacher guide, even if you have a PDA.
2. Have all needed materials ready.
3. Administer to one student at a time.
4. Administration should occur under typical classroom setting.
5. Teacher dialogue is always in *italics*.
6. Instructions may be repeated as needed.
7. Avoid hints or clues.
8. Give positive praise throughout the administration.

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Administering the MPLP

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2 Week Administration Cycle ONLY

6 Week Administration Cycle ONLY

Both 2 Week and 6 Week Administration Cycle



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Six Week Administration Schedule

B1

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Baseline Administration

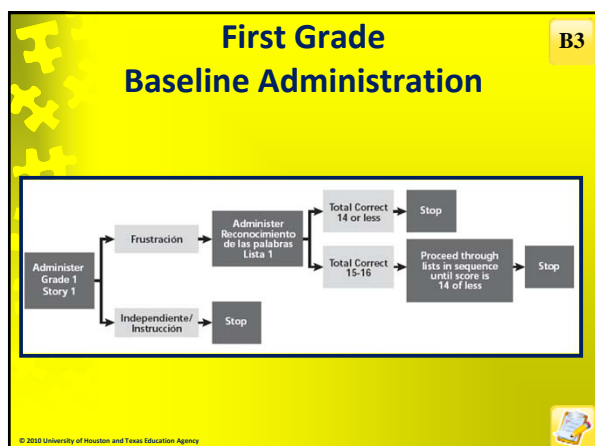
B2

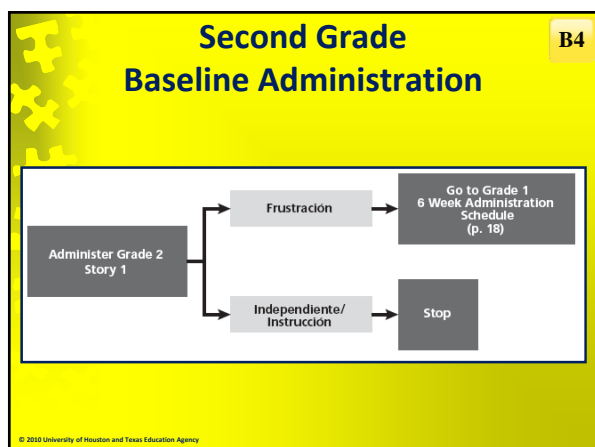
The **Baseline Administration** is the first administration of the MPLP. It occurs six weeks after the BOY Tejas LEE assessment.

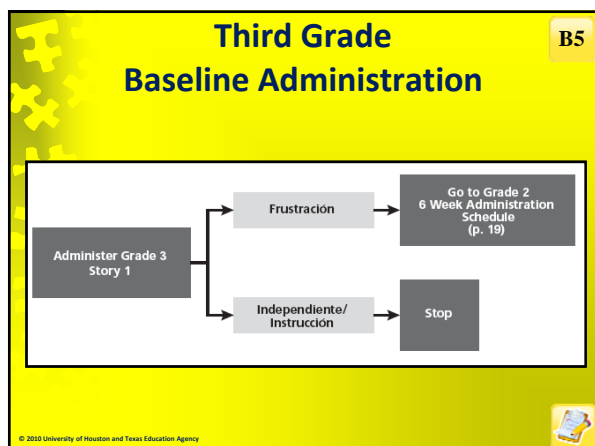
The purpose of the **Baseline Administration** is to establish a starting point for progress monitoring for the semester or school year.



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Baseline Assessment Summary B6 6 Week

Students attempt to set an on-grade level baseline

- All grades read story 1 of their grade level
 - G2 and G3 backtrack if necessary to previous grade following flowchart
 - G1 students read word list #1 if they are unable to read Grade 1 Story 1 and progress through the word lists

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Six Week B7 Story Overview

- Students are timed as they read the entire selection.
- Students answer six comprehension questions.
- Students accuracy level can be:
Nivel independiente, Nivel de instrucción, or Nivel de frustración.

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Six Week B8 Word List Overview

- Students start reading the word lists ONLY IF UNSUCCESSFUL with Grade 1 Story 1.
- Students start with Word List #1 and continue to read the word lists until they reach the FRU level
- In administrations after baseline, students will only read one word list per administration and will re-read lists as many times as necessary until successful (15-16 correct)

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B9

Non-Baseline Administrations

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B10

All Non-Baseline Administrations

- Occur every six weeks
- Work forward through the stories or word lists one at a time

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B11

Word Lists

- Students read word lists one at a time.
- After a student has successfully read word list #6, they then read Grade 1 Story 1 at the next administration.

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Reconocimiento de las palabras

Número 1			
Palabras	Primera administración (0,1)	Segunda administración (0,1)	
1. ti			
2. no			
3. ya			
4. le			
5. de			
6. so			
7. si			
8. es			
9. yo			
10. la			
11. me			
12. es			
13. al			
14. el			
15. ya			
16. le			
Total número 1:			
¿Frustración?: (14 o menos)			
Fecha:			

Número 1			
Palabras	Primera administración (0,1)	Segunda administración (0,1)	
1. ti			
2. no			
3. ya			
4. le			
5. de			
6. so			
7. si			
8. es			
9. yo			
10. la			
11. me			
12. es			
13. al			
14. el			
15. ya			
16. le			
Total número 1:			
¿Frustración?: (14 o menos)			
Fecha:			

[illegible]

B15

Cuento 1 Exactitud, fluidez y comprensión de lectura
Primera La tarea de Andy

Diga:
Ahora vas a leer un cuento. El cuento se llama "La tarea de Andy".
Se trata de un niño que pierde su tarea. 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 desde la primera palabra.

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B16

Cuento 1 Exactitud, fluidez y comprensión de lectura
6 semanas La tarea de Andy

Exactitud de lectura				Tiempo	
Administración	0-7 errores	8-17 errores	18 o más errores	Administración	Min : Seg = Total (en seg.)
Primera	IND	INS	FRU	Primera	: =
Segunda	IND	INS	FRU	Segunda	: =

Trace un círculo alrededor del nivel apropiado.

Fluidez					
Administración	Palabras en el cuento	- Errores	=	Palabras correctas	+ Segundos x 60 = PLCPM
Primera	146	- 7	=	÷	x 60 =
Segunda	146	-	=	÷	x 60 =

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B17

Cuento 1 Exactitud, fluidez y comprensión de lectura
6 semanas La tarea de Andy

Exactitud de lectura				Tiempo	
Administración	0-7 errores	8-17 errores	18 o más errores	Administración	Min : Seg = Total (en seg.)
Primera	IND	INS	FRU	Primera	3 :31 = 211
Segunda	IND	INS	FRU	Segunda	: =

Trace un círculo alrededor del nivel apropiado.

Fluidez					
Administración	Palabras en el cuento	- Errores	=	Palabras correctas	+ Segundos x 60 = PLCPM
Primera	146	- 7	=	÷ 211	x 60 =
Segunda	146	-	=	÷	x 60 =

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B18

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
Exactitud de lectura		Tiempo			
	0-7 errores	8-17 errores	18 o más errores	Administración	Min : Seg = Total (en seg.)
Primera	IND	INS	FRU	Primera	3 :31 = 211
Segunda	IND	INS	FRU	Segunda	: =
Trace un círculo alrededor del nivel apropiado					
146 - 7 = 139					
Fluidez					
Administración	Palabras en el cuento	- Errores	= Palabras correctas	+ Segundos ÷ 60 =	PLCPM
Primera	146	- 7	= 139	+ 211 ÷ 60 =	40
Segunda	146	-		+ 139 ÷ 211 X 60 = 39.52	
Rounded to 40					

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B19

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.		2. ¿Cómo se llama la maestra de Andy? Señorita Susana.		3. ¿Por qué se salió la tarea de la mochila de Andy? Porque la mochila estaba rota.	
4. ¿Cómo se sintió Andy cuando la maestra le encargó doble tarea? Triste.		5. ¿Quién vino a tocar la puerta de la clase? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.		6. ¿Por qué fue el chofer del autobús al salón de Andy? A entregar la tarea de Andy.	
Total Exp.		Total Imp.		Total correctas	

**Comprehension
Six Week Schedule**

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B20

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.		2. ¿Cómo se llama la maestra de Andy? Señorita Susana.		3. ¿Por qué se salió la tarea de la mochila de Andy? Porque la mochila estaba rota.	
4. ¿Cómo se sintió Andy cuando la maestra le encargó doble tarea? Triste.		5. ¿Quién vino a tocar la puerta de la clase? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.		6. ¿Por qué fue el chofer del autobús al salón de Andy? A entregar la tarea de Andy.	
Total Exp.		Total Imp.		Total correctas	

**Comprehension
Six Week Schedule**

Click on Arrow to Continue

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Backtracking

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- In Backtracking, a student re-reads a story they have previously read.
- Backtracking ONLY occurs when a student scores “*Nivel de frustración*” on a story.
- Students may re-read a story a maximum of 2 times.
- If the previous story has already been read twice, it should NOT be read a third time. The administration is ended.

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What does “a student may read a story only two times” mean?

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Week	Story	Did it count?	Administration
2	1	YES	1 ST
4	2	YES	1 ST
6	3	YES	1 ST
8	4=FRU	NO	X
	3	YES	2 ND
10	4=FRU	YES	1 ST
12	4	YES	2 ND

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Re-Establishing Baselines

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- Occurs during the first administration after the MOY Tejas LEE
- All off grade-level students attempt to re-establish an on-grade level baseline

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Gráfico del progreso para: Maestro: tejas-LEE

Identificación del progreso para la mejora profesional

PLCPM

TG2 90

TG3 70

TG1 60

Progreso de Habilidades

Progreso de Actitudes

Fecha:

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Plan individual del estudiante

Meta global:
Leer con exactitud, fluidez y comprensión

Fecha límite para lograr las metas: ____ / ____ / ____

Exactitud de lectura

Meta: _____
Estrategias implementadas para lograr la meta:
(Referirse a la Guía de actividades de intervención)

Fecha límite para lograr las metas: ____ / ____ / ____

Fluidez de lectura

Meta: _____
Estrategias implementadas para lograr la meta:
(Referirse a la Guía de actividades de intervención)

Comprensión de lectura

Meta: _____
Estrategias implementadas para lograr la meta:
(Referirse a la Guía de actividades de intervención)

Plan individual del estudiante

Meta global:
Leer con exactitud, fluidez y comprensión

Fecha límite para lograr las metas: ____ / ____ / ____

Metas logreadas: ☒ ☐ ☐

Exactitud	Fluidez	Comp.

Exactitud de lectura

Meta: _____
Estrategias implementadas para lograr la meta:
(Referirse a la Guía de actividades de intervención)

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Interpreting and Planning

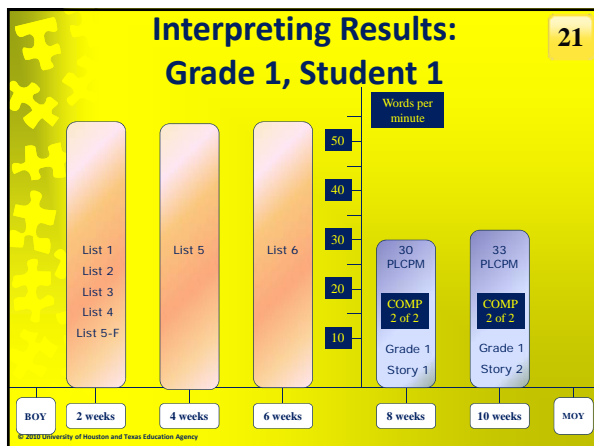
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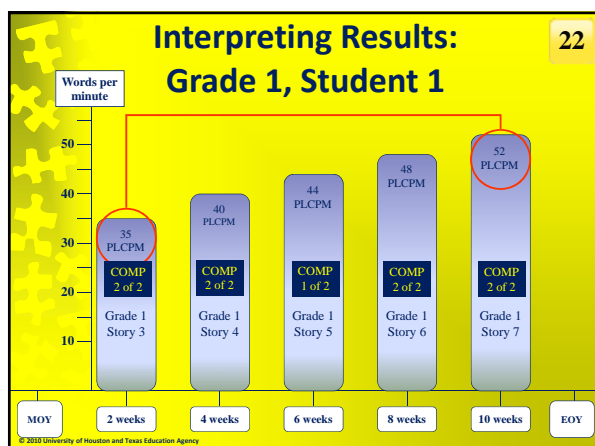
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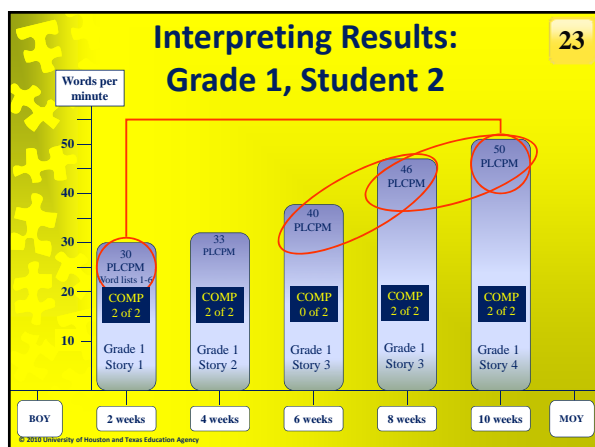
Sample Progression

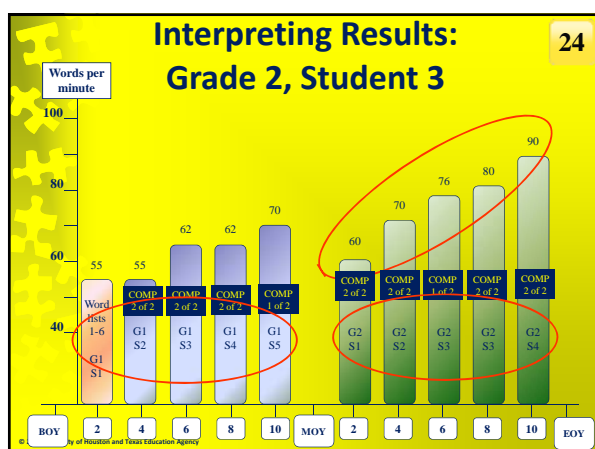
Progress Monitoring Assessments

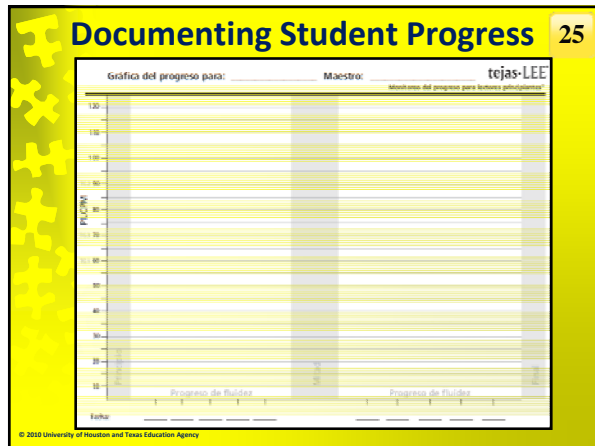
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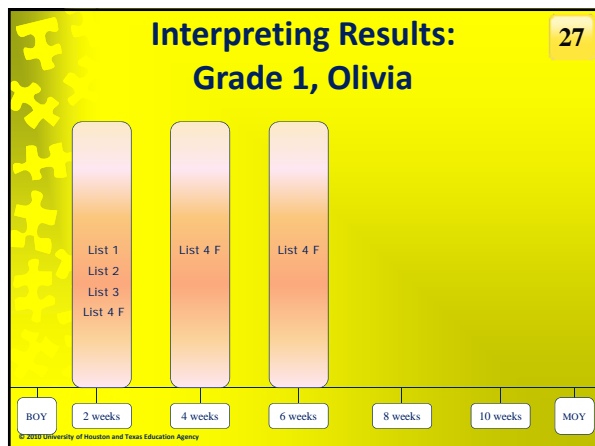












MPLP results for Olivia Word List #4

Número 4			
Palabras	Primer Puntaje (0-10)	Segundo Puntaje (0-10)	
1. toda	0		
2. come	1		
3. nada	0		
4. gusta	0		
5. noche	1		
6. tengo	0		
7. pastel	0		
8. feliz	1		
9. mejor	0		
10. perro	1		
11. ellos	1		
12. mucho	1		
13. grande	0		
14. tiene	1		
15. miel	1		
16. campos	0		
Total número 4:	8		
¿Frustración? (14 o menos)	Sí	No	
Fechas:	9 / 11	10	1 / 1

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Tejas LEE results for Olivia Section 7

Sección 7 Reconocimiento de las palabras			
Palabras	Principio Puntaje (0-1)	Medio Puntaje (0-1)	Fin Puntaje (0-1)
1. luz	1		
2. vive	1		
3. lleva	1		
4. voy	1		
5. hay	1		
6. tortuga	0		
7. caballo	1		
8. enseña	0		
9. hombres	0		
10. chocolate	1		
11. alfombra	0		
12. calcetines	0		
13. gira	0		
14. pequeños	1		
15. biblioteca	0		
TOTAL: (15 palabras)	8		
Nivel de logro: Trace un círculo alrededor del nivel apropiado.	D 13-15 NE 5-12	D 13-15 NE 9-12	D 13-15 NI 0-12

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

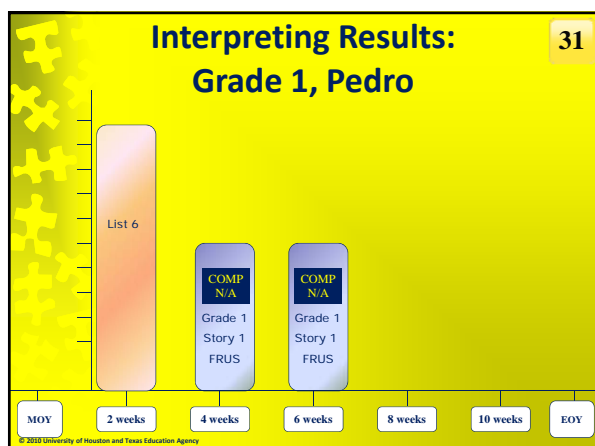
Continuar con la Sección 8

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Implications for Instruction

- ✓ Olivia needs explicit review of and instruction on the following letters: g, j, d.
- ✓ Olivia needs help with words ending in consonant sounds.
- ✓ Olivia is having difficulty with consonant clusters. Provide more opportunities for practice.

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Think Turn Talk Activity

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Analyze this scenario

1. How do Pedro's difficulties differ from Olivia's?
2. What strategies should the teacher employ to assist Pedro?

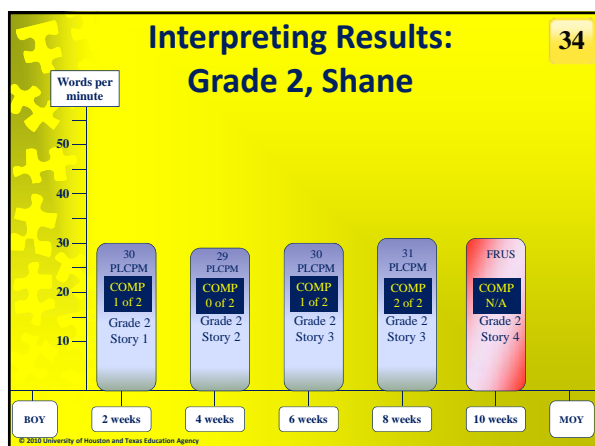
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How did you do?

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- ✓ Pedro is struggling to decode words in connected text
- ✓ Have Pedro work with short phrases, then one sentence, then more than one sentence to build confidence
- ✓ Allow him to read big books and reread familiar books

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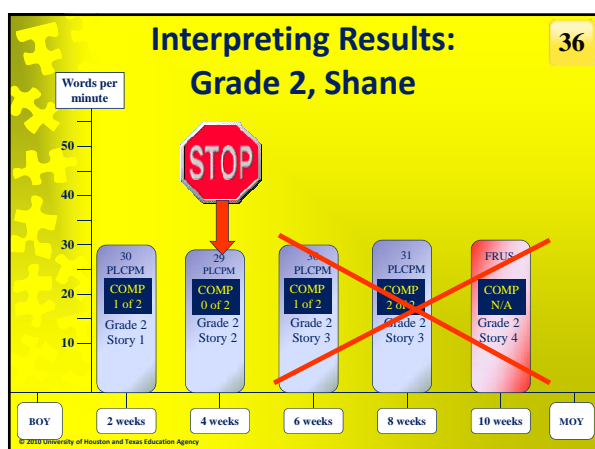


Think Turn Talk Activity

Analyze this scenario

1. Where do you see an opportunity for adjustments?
2. What can the teacher do here?
3. Discuss how this data informs instruction.

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How did you do?

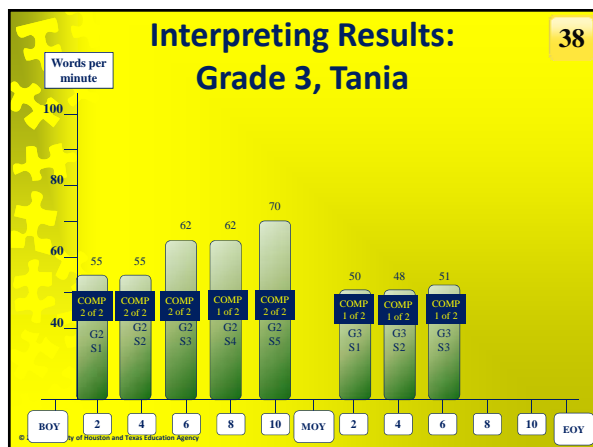
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- ✓ Shane's teacher missed an opportunity to address the lack of fluency growth at week 4.
- ✓ Shane needs explicit instruction with decoding to assist with his accuracy and his fluency.
- ✓ Given the very low fluency rate, Shane would benefit from repeated readings and pairing up with a more fluent classmate.

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Interpreting Results: Grade 3, Tania

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Think Turn Talk Activity

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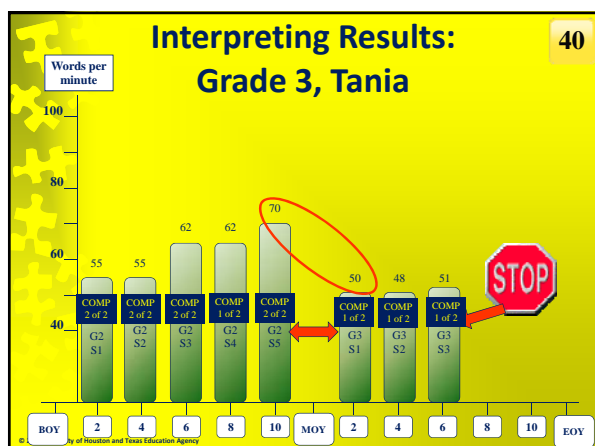


Analyze this scenario

1. What are Tania's challenges?
2. Come up with some ideas on how to inform her instruction.

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How did you do?

- ✓ Tania's accuracy is a strength.
- ✓ The drop in fluency before and after MOY is not a big deal because there was a change in grade level
- ✓ Tania's fluency flat lined once she started reading G3 material.
- ✓ The G3 stories are significantly different from the G1 and G2 stories and have implications for instruction.
- ✓ Tania needs direct, explicit instruction in vocabulary and more exposure to complicated text

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Thoughts to keep in mind about the Third Grade MPLP Stories

- Content dense
- More challenging vocabulary
- Complex sentence structure
- Longer than first or second grade stories
- Expected PLCPM is 70

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Questions and Answers

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