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Contents of this Module

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- 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?

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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

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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 9

2 Week Administration Cycle ONLY

6 Week Administration Cycle ONLY

Both 2 Week and 6 Week Administration Cycle




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Two Week Administration Schedule A1



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Baseline Administration A2

The **Baseline Administration** is the first administration of the MPLP. It occurs two 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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First Grade

A3

Baseline Administration

Administer Reconocimiento de las palabras, Lista 1

Total Correct 14 or less

Stop

Total Correct 15-16

Proceed Through Word Lists in Sequence (3-6)

Total Correct on all lists 15-16

Administer Grade 1 Story 1

Stop

Total Correct on any list is 14 or less

Stop

Should a first grader not be able to read any of the words on Word List #1, you may wish to consider progress monitoring that student using the MPLE.

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Second Grade

A4

Baseline Administration

Administer Grade 2 Story 1

Frustración=Si

Go to Grade 1 2 Week Administration Schedule (p. 6)

Frustración=No

Stop

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Third Grade

A5

Baseline Administration

Administer Grade 3 Story 1

Frustración=Si

Go to Grade 2 2 Week Administration Schedule (p. 7)

Frustración=No

Stop

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Baseline Assessment Summary **A6**

2 week

Students attempt to set an on-grade level baseline.

Grades 2 and 3

- read story 1 of their grade level
- backtrack if necessary to previous grade following flowchart

Grade 1

- start with Word List #1 and progress through word lists as per flowchart
- G1 students read story 1 if word lists completed

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Two Week **A7**

Story Overview

- Students read selections for NO MORE than two minutes
- Students answer two GENERAL comprehension questions
- Students accuracy rate is limited to *Nivel de frustración* or NOT *Nivel de frustración*

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Two Week **A8**

Word List Overview

- Students start reading the word lists with Word List #1
- Students 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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A9

Non-Baseline Administrations

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A10

All Non-Baseline Administrations

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

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A11

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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Word Lists

A12

Instrucciones:
El estudiante debe leer una lista de palabras. Muestrele solamente una palabra a la vez. Utilice la flecha en blanco para cubrir el resto de las palabras.

Se voy a mostrar una palabra y quiero que las leas en voz alta. Si no sabes alguna palabra, trata de decir la mejor que puedas. ¿Qué dice aquí?

El siguiente es un ejemplo de la forma en que esta sección aparece en el Folleto de respuestas del estudiante.

Reconocimiento de las palabras

Número 1		
Palabras	Primera administración (0, 1)	Segunda administración (0, 1)
1. ti		
2. no		
3. no		
4. to		
5. to		

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Reconocimiento de las palabras

Número 1		
Palabras	Primera administración (0, 1)	Segunda administración (0, 1)
1. ti		
2. no		
3. no		
4. to		
5. to		
6. to		
7. si		
8. en		
9. ya		
10. la		
11. en		
12. es		
13. se		
14. si		
15. ya		
16. se		

Número 1			
Palabras	Primera administración (0, 1)	Segunda administración (0, 1)	
1. ti			
2. no			
15. ya			
16. le			
Total número 1:			
¿Frustración?: (14 o menos)	Sí	No	
Fecha:	_/_/	_/_/	

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Stories

A14

- Students progress through the stories one at a time.
- If a student scores *Nivel de frustración* on a story, they should BACKTRACK to the previous story

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A18

Cuento 1		Exactitud, fluidez y comprensión de lectura								
2 semanas		La tarea de Andy								
Exactitud										
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Última palabra leída	=	% exactitud (Instrucción: .87 (87%) o menos)	
Primera	59	-	7	=	52	÷	59	=	.88	
Segunda		-		=		÷		=		
Fluidez										
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Segundos	x 60	=	PLCPM
Primera	59	-	7	=	52	÷	120	x 60	=	26
Segunda		-		=		÷		x 60	=	

$52 \div 59 = .8813$
 (Rounded to .88)

$52 \div 120 \times 60 = 26$
 (Rounded to 26 PLCPM)

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A19

Comprehension Two Week Schedule

Cuento 1		Exactitud, fluidez y comprensión de lectura	
2 semanas		La tarea de Andy	
Estas preguntas son para fines de instrucción y no afectan la proporción de la fluidez. No saque el resultado.			
1. ¿De quién o de qué se trata esta historia mayormente?			
2. ¿Qué pasó en esta historia?			

Click on Arrow to Continue

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Backtracking

- 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? 11

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 12

- 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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Re-Establishing Baselines 13

- Students attempt Story 1 of their grade level—if successful, this is their new baseline
- If unsuccessful, students continue where they left off before MOY

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Documenting Student Progress

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Word Lists

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Monitoreo del progreso para lectores principiantes*
Primer grado
Formulario de datos del

Año de administración: _____
Nombre del estudiante: _____
Maestro: _____

Fecha de lectura	Número de lista	(Fru?) (Si/No)	Total correctas
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	
		Si No	

* Este formulario debe ser completado por el maestro o el estudiante, según corresponda, y debe ser revisado por el maestro.

Story Reading

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Accuracy

Fluency,

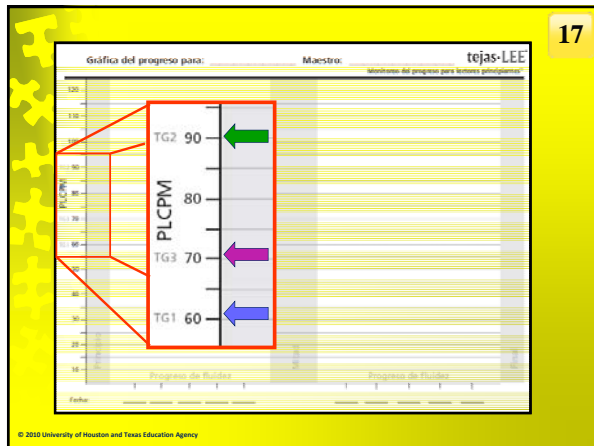
Comprehension

Monitoreo del progreso para lectores principiantes*
Primer grado
Formulario de datos de exactitud, fluidez y comprensión

Año de administración: _____
Nombre del estudiante: _____
Maestro: _____

Fecha de lectura	Grado del cuento	Número del cuento	Exactitud de lectura		Proporción de la fluidez (PLCPMA)	Preguntas de comp. (8 semanas)
			2 semanas (Fru?) (Si/No)	6 semanas (Ind/Int / Fru?)		
			Si No			
			Si No			
			Si No			
			Si No			
			Si No			
			Si No			
			Si No			

* Este formulario debe ser completado por el maestro o el estudiante, según corresponda, y debe ser revisado por el maestro.



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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)

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)

Metas logradas: [X]

Exactitud	Fluidez	Comp.

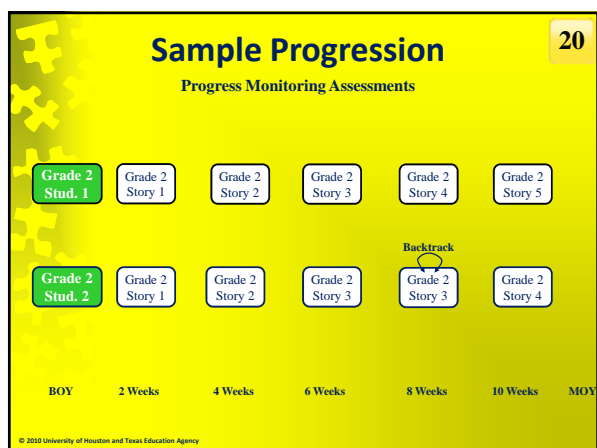
Fecha límite para lograr las metas: .../.../...

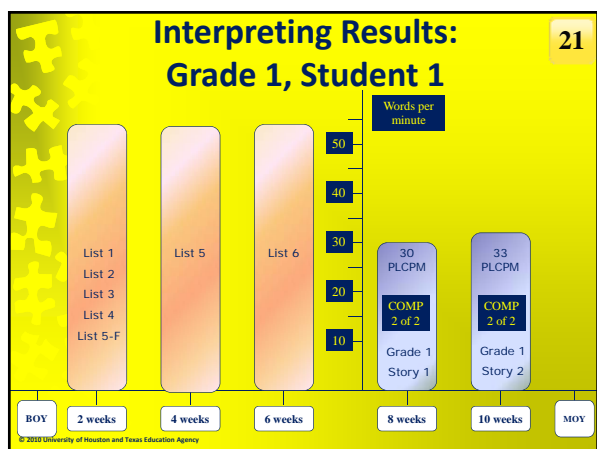
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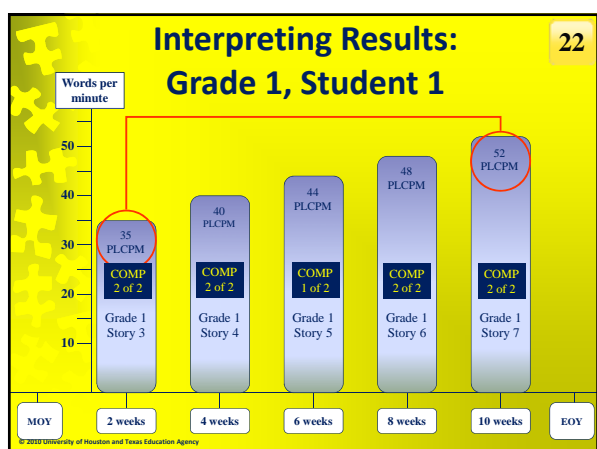
19

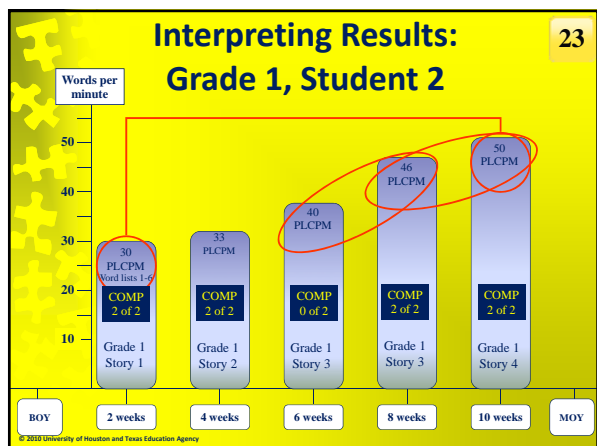
Interpreting and Planning

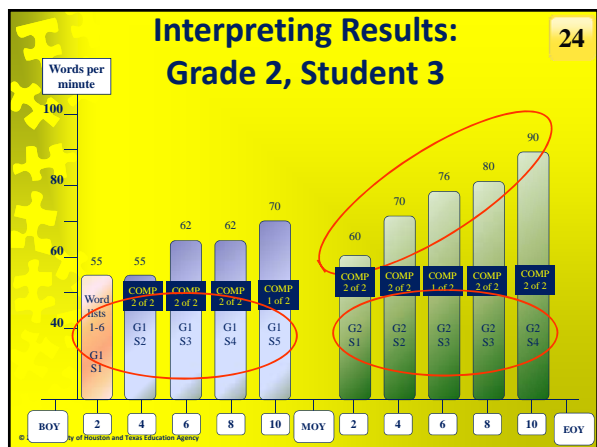
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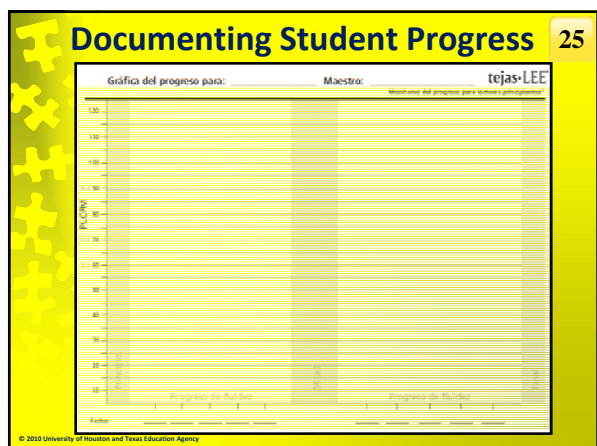












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Implications for Instruction

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Interpreting Results: Grade 1, Olivia

BOY	2 weeks	4 weeks	6 weeks	8 weeks	10 weeks	MOY
List 1 List 2 List 3 List 4 F	0	1	2	3	4	1.6
List 4 F	0	1	2	3	4	1.6
List 4 F	0	1	2	3	4	1.6

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MPLP results for Olivia Word List #4

Número 4			
Palabras	Primeros 5 días	Segundos 5 días	Terceros 5 días
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)	Si	No	Si
Fedus:	9	11	10

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Tejas LEE results for Olivia Section 7

Sección 7 Reconocimiento de las palabras

Palabras	Principio Puntos 1-3	Medio Puntos 4-6	Final Puntos 7-9
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 en círculo alrededor del nivel designado.

D	D	D
13-15	13-15	13-15
NE	NE	NE
5-12	5-12	5-12
NE	NE	NE
0-4	0-8	0-12

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

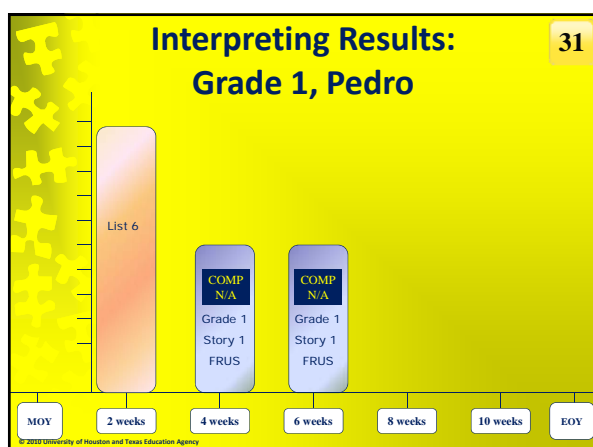
[Continúa con la Sección 8](#)

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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 32



Analyze this scenario

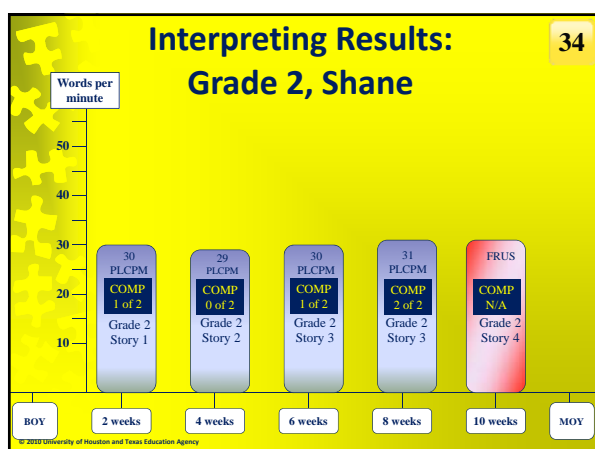
1. How do Pedro's difficulties differ from Olivia's?
2. What strategies should the teacher employ to assist Pedro?

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How did you do? 33

- ✓ 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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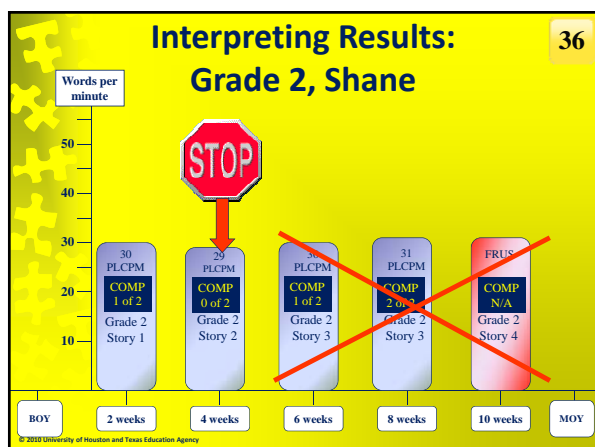
Think Turn Talk Activity 35



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.

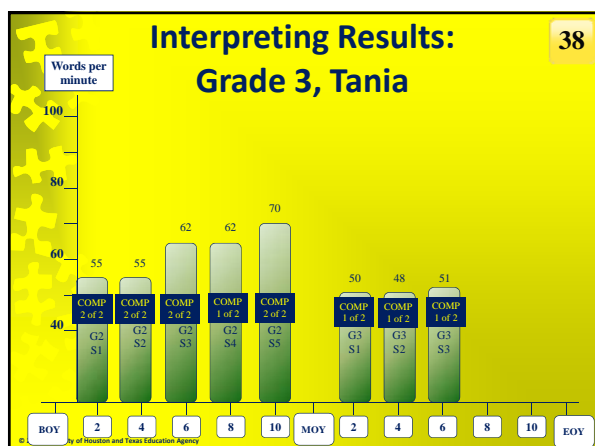
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How did you do? 37

- ✓ 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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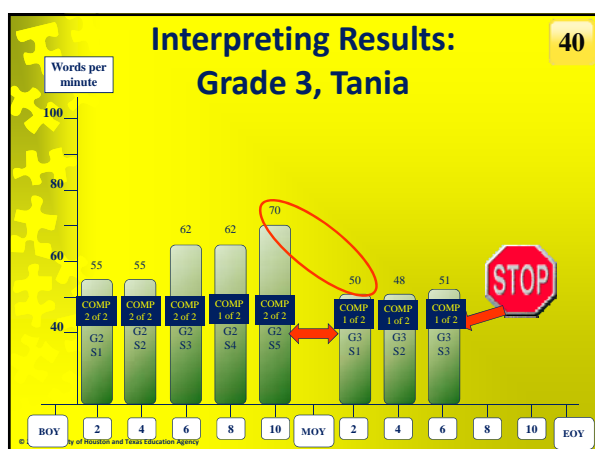


Think Turn Talk Activity

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?

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- ✓ 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

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- 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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For further information, you can contact us:

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