



SAY:

Today we will discuss the proper administration procedures for our progress monitoring assessment, the MPLP

Please keep in mind that the progress monitoring assessments will not be available for purchase until January 2011.

However, for those districts who wish to use them between September and January, all the necessary documents will be available for free download at our website:
www.tejaslee.org.



NOTES FOR PRESENTER:

PARTICIPANT PACKETS AND 3 TO A PAGE HANDOUTS: For this module there are three different sets of these documents, depending on which administration schedule(s) your district uses:

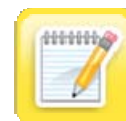
TWO WEEK
 SIX WEEK
 TWO and SIX WEEK

Be certain to download and print out the correct packet(s) for your training.



Key Points

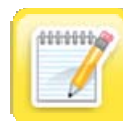
This Key Points section shows you the most important information to convey for each slide. Be especially careful that you have clearly covered these points.



Notes



Key Points



Notes

Copyright Notification

2

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Key Points



Notes



Contents of this Module

3

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

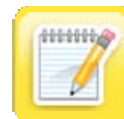
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DO:

Read/review slide.



Key Points



Notes

What Comes in the MPLP Kit?

4

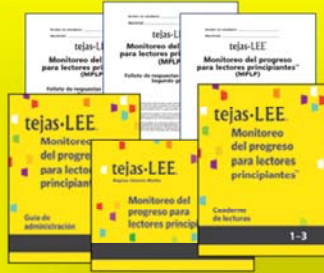
Each MPLP Kit Includes:

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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Key Points

- The MPLP Kit is available for purchase from our publisher, Brookes Publishing. Electronic versions are available from the Amplify (Wireless) and Tango LibertySource.
- The yellow 2006-2008 version of the MPLP is still current and can be used if your district still has this kit.

DO:

Read/review slide.

SAY:

If your district still has the previous version of the MPLP (in a yellow box dated 2006-2008), this box can still be used as the assessment has not changed. If you still have these kits, you will only need to order student record booklets.



Notes

Components of MPLP

5

Exactitud, fluidez y comprensión de lectura:

- Reading Accuracy and Fluency Stories
- Reading Comprehension Questions

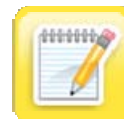
Reconocimiento de las palabras:

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

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Key Points



Notes

DO:


Read/review slide.



6

The MPLP measures progress in:

- Reading Accuracy
- Reading Fluency
- Reading Comprehension

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DO:

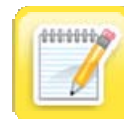
Read/review slide.



Have participants complete the exercise for this page in their Participant Packet. You may choose to darken the screen while they work on this by hitting the B on your keyboard. This will turn the screen BLACK. If you type B again, the slide show will return.



Key Points



Notes

Structure of the MPLP

7

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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DO:

Read/review slide.



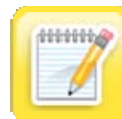
Have your participants complete the Fill in the Blank activity in their handouts. You may choose to black out the screen (see slide 4 for directions). Ask a volunteer to read the answers. The sentence should read:

“The MPLP has twelve stories at each grade level. The stories are approximately the same level of difficulty. There are also word lists on the first grade MPLP. Each word list is progressively more difficult. The MPLP has two administration schedules—a two week and a six schedule.”



Key Points

- 12 stories per grade level (stories are at about the same level of difficulty)
- Word lists available for G1 only (each list is progressively more difficult than the previous one)
- Word lists consist entirely of words that are included in the first grade stories



Notes

General Guidelines

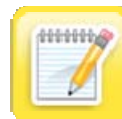
8

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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Key Points



Notes

DO:

Read/review slide.

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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SAY:

There are two different administration schedules for the MPLP. Struggling students require close monitoring. We recommend a two week administration schedule with these students. Average and above average students may be monitored less frequently. A six week administration schedule may be appropriate for these students.

DO:



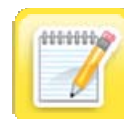
Review “Determining the Appropriate Administration Schedule” in the participant packet.

Click on one of the links above to take you to the correct sequence of slides for your presentation.



Key Points

- When you click on the schedule, the next slide will have a large puzzle piece



Notes



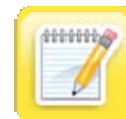
DO:

Verify that you are about to cover the correct slides with your teachers by checking the type on the large puzzle piece. This would be the correct initial slide if you are covering the two week administration ONLY.



Key Points

- Verify that the administration schedule on this slide is the one that your district uses



Notes

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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SAY:

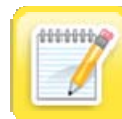
Two weeks after the BOY Tejas LEE assessment, you should begin progress monitoring. The first administration of the MPLP is your baseline administration. Each student establishes a baseline at his/her reading level. The baseline is the starting point for the semester (if a student is off grade level) or for the school year (if the student is on grade level).

Let's look at how to give students in each grade level their baseline assessment. We will demonstrate this process by using the flowcharts that are found in the MPLP Guía de administración.



Key Points

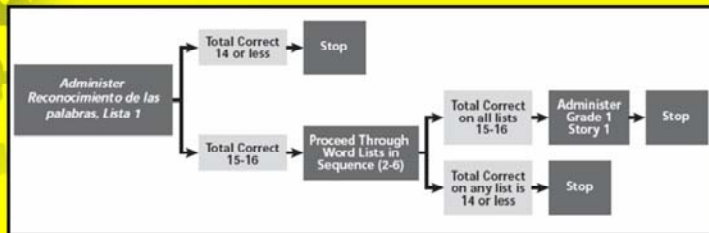
- You should start progress monitoring 2 weeks after your BOY Tejas LEE assessment
- The first MPLP administration is called the baseline administration.
- This administration will give you a starting point from which to measure progress.



Notes

First Grade Baseline Administration

A3



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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SAY:

When establishing the baseline for a first grade student using the two week administration schedule, you will start by having the students read “Word List #1”. Following the flowchart (use a pointer or laser and follow the arrows as you follow the flowchart), if the student reads 14 or less words, you stop the administration. Word List #1 becomes that student’s baseline. However, should a student read 15 or 16 right, he/she should continue on to Word List #2 and so on. There are 6 word lists in all. If a student should read less than 15 words correct on any word list, the administration is ended. The word list on which the student read less than 15 words becomes the baseline.

Should a student read all 6 word lists successfully, they should then read Grade 1 Story 1 and this story becomes their baseline.

So, a first grader may establish their baseline on Word List #1, #2, #3, #4, #5, #6, or on Grade 1 Story 1.

DO:

Paraphrase the footnote at the bottom of the slide.



Complete the TRUE/FALSE activity in the participant packet. The answers are in the notes section to the right.



Key Points

- All first grade students should start with Word List #1
- Continue administering word lists until the student reads 14 words or less correctly. This is their baseline.
- If student reads all 6 word lists correctly, then have them read Story 1. This is their baseline.



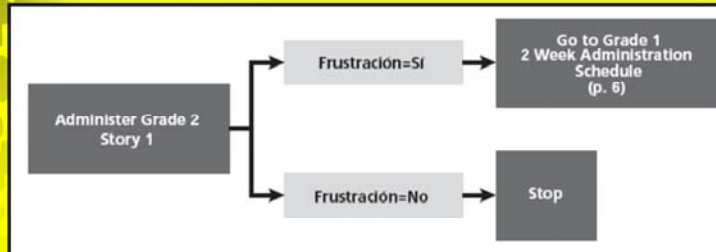
Notes

Answers to TRUE/FALSE activity in the participant packet:

1. TRUE
2. TRUE
3. FALSE—If a student is frustrated, they stop reading at that point
4. TRUE

Second Grade Baseline Administration

A4



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DO:

Walk participants through the flowchart logic.

SAY:

Thus, a second grade student could establish his/her baseline with Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.

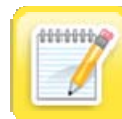
DO:

You may wish to backtrack to the previous slide to show that if a student is Nivel de frustración on G2 Story 1, the next item to be administered is Word List #1, and then the progression through the word lists to G1 Story 1.



Key Points

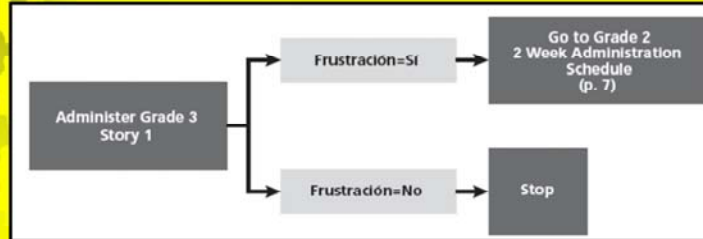
- All second grade students start with G2, Story 1.
- If student reads this story successfully, then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



Notes

Third Grade Baseline Administration

A5



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DO:

Walk participants through the flowchart logic.

SAY:

Thus, a third grade student could establish his/her baseline with Grade 3 Story 1, Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.

DO:



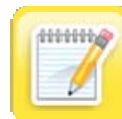
The “Frustración = NO” being good and “Frustración = SI” being bad is somewhat counter-intuitive. Make certain that the participants understand this concept before moving on.

Have them review the “Thumbs Up, Thumbs Down” section of their participant packet.



Key Points

- All third grade students should start with G3, Story 1.
- If student reads this story successfully then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 2: 2 Week Administration Schedule and follow that flowchart.
- If student is still frustrational on G2, Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



Notes

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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DO:

Read/review slide.

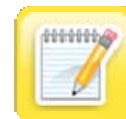


Point out to participants that they have this information in their handouts as a quick reference guide. They may wish to place this into their MPLP TE or kit.



Key Points

- All students should start at their current grade level.
- 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



Notes

Two Week Story Overview

A7

- 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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SAY:

One easy way to remember the two week administration is that everything is in twos:

Students read for a maximum of TWO minutes. (They may read for less than two minutes if they finish the story sooner.)

Students answer TWO very general comprehension questions. (These questions are the same for all stories. Since students read for only two minutes, we cannot know how far into the story they will get, making it impossible for them to be assessed on story specific content. Rather, students answer the following questions: Who or what is this story mostly about? and What happens in this story?)

There are TWO accuracy levels: Nivel de frustración and NOT Nivel de frustración.

DO:

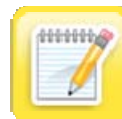


To emphasize that everything is “Two” in the Two Week Administration schedule have them complete the Fill in the Blank administration where every missing answer is the same, “TWO”.



Key Points

- 2 minute readings
- 2 general questions per story
- 2 accuracy levels: *Nivel de frustración* or NOT *Nivel de frustración*



Notes

Two Week Word List Overview

A8

- 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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DO:

Read/paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

The first two bullets refer to the baseline administration. This is the **ONLY** administration during which multiple word lists can be read.

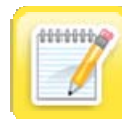
During subsequent administrations, students will begin where they left off during the previous progress monitoring. If a student is on Word List #4, for example, they will attempt this word list during the subsequent administration. If successful, two weeks later, they will read Word List #5. If not successful, two weeks later, they will re-attempt Word List #4.

Two columns are provided to mark student scores. If a student remains on the same word list for more than two administrations, the teacher will need to create additional columns by hand.



Key Points

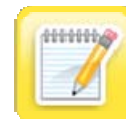
- Students may only move through multiple word lists in the baseline administration.
- During all other administrations students will only read one word list at a time.
- Student may not move forward to next word list until he/she has read the previous words list successfully (15-16 words correctly).
- Word lists can be read as many times as necessary.
- Additional columns in student answer booklet may need to be created if a word list is read more than twice.




Notes



Key Points




Notes



All Non-Baseline Administrations

A10

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



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DO:

Read/review slide.




Point out to participants that they have this information in their Participant Packet as a quick reference guide.



Key Points



Notes



Word Lists

A11

- 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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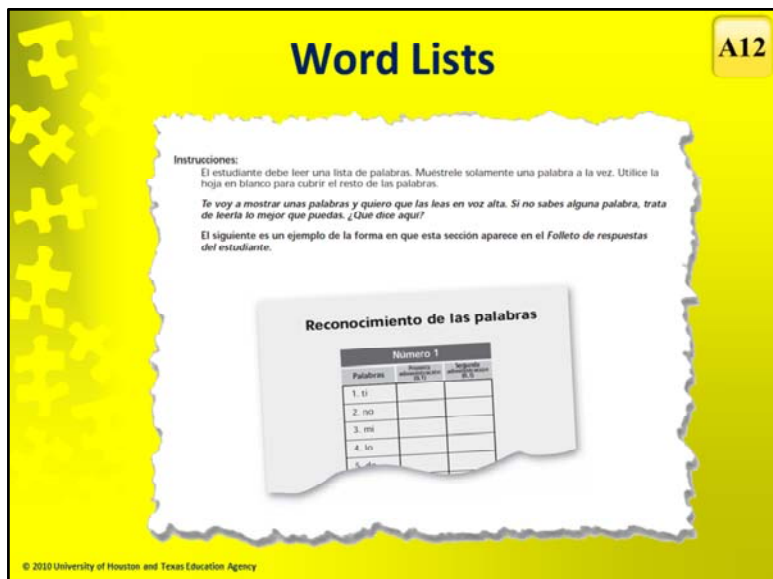
DO:
Read/review slide.



Key Points



Notes



SAY:

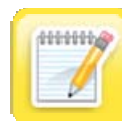
Please note that just like on the Tejas LEE assessment, anything that is read to the student by the teacher is presented in bold, italic type.

In the pre-printed answer sheets, there are two columns for each word list. If a student needs to read the same word list more than two times, you may add an additional column or write the results in a different color ink to distinguish the third administration from the previous ones.



Key Points

- Teachers' instructions to students will always appear in bold italic text.
- There is a screenshot of the student answer booklet.
- Notice there are only two columns for each word list.
- If student reads word list more than twice, you may write additional results in the margins or in the box with a different color ink pen.



Notes

Reconocimiento de las palabras

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

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This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

Let's take a look at how to record the Word List results.

✓ ☆ CLICK

To score this section, place a 1 or a 0 in each box as the student reads the word.

✓ ☆ CLICK

Total the score at the bottom of the page. If the student is "Frustración", circle "Sí" at the bottom of the page and administer this section again during the next administration.

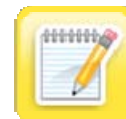
✓ ☆ CLICK

Record the administration date in the space provided.



Key Points

- If student reads word correctly, score it a 1.
- If student reads word incorrectly, score it a 0.
- If student reads 14 or less words correctly, circle 'Sí' for frustrational. Otherwise circle 'No'.
- Be sure to record date of administration at bottom of column.



Notes

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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DO:

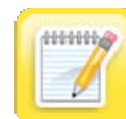
Read/review slide.

Be sure to mention to participants that the backtracking takes place during the same administration. For example, if the student is *Nivel de frustración* on G1 Story 3, they would immediately go back and re-read G1 Story 2.

There is an exception to this rule that we will discuss in upcoming slides.



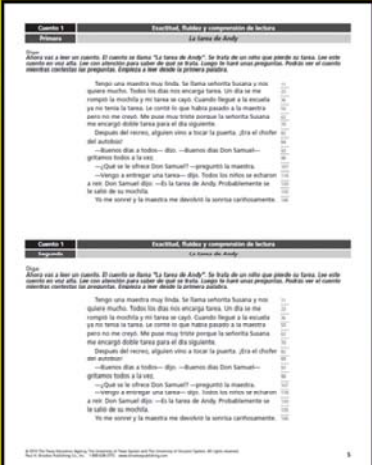
Key Points



Notes

A15

Exactitud, fluidez y comprensión de lectura



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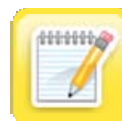
SAY:

Now let's take a look at how reading accuracy, fluency and comprehension is measured on the 2 week administration schedule.

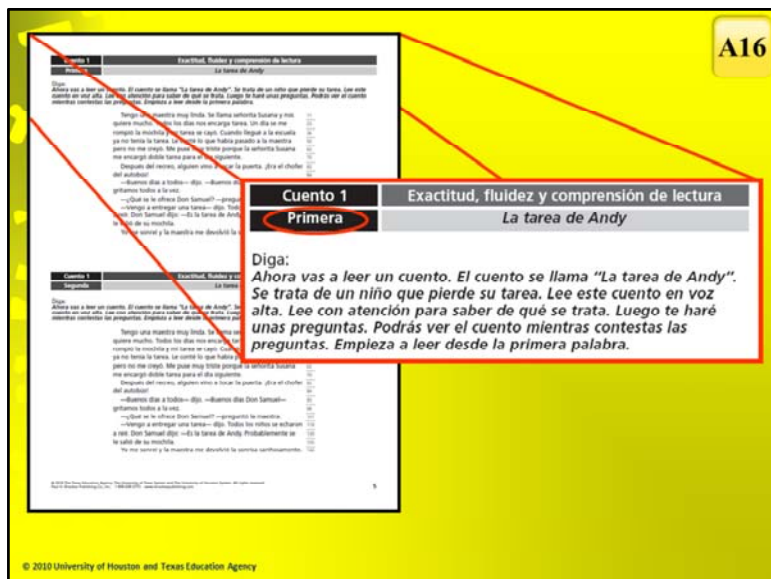


Key Points

- This is a screenshot of a story page from the student answer booklet.
- Tell participants you will now discuss how Accuracy, Fluency and Comprehension are measured and scored on the MPLP



Notes



Key Points

- Before the student reads the story, the teacher should read him/her the introductory paragraph found at the top of the page.
- There are two copies of each story in the student answer booklet.

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

This slide shows the Story Pages from the Folleto de respuestas del estudiante. At the top of the page...

✓ ☆ CLICK

...there are a set of directions that should be read to the student before he or she begins to read. They give the student a brief description of the story and a purpose for reading.

✓ ☆ CLICK

There are two copies of each story provided in the Folleto de respuestas del estudiante. Each one is labeled either “Primera” or “Segunda”. The second story is provided for cases in which a story is re-read because of the backtracking rule.



Notes

[illegible]

Key Points

- A running word count can be found at the end of each line.
- Count backwards to determine last word read in the story.

This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

One of the helpful features of the MPLP is the numbering at the end of each line of print. The number printed after the last word tells you the number of the last word in the line. This is a great time saver in determining Accuracy and Fluency rates. for example,

✓★ **CLICK**

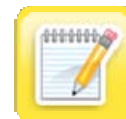
...in the example above, “nos” is word 11, while “Susana” is word 62. Let’s suppose that a student’s...

✓★ **CLICK**

...last word after two minutes was “porque”. In order to determine what number word “porque” is, you should count backwards starting from the last word on the line, “Susana”. Let’s count back together:

✓☆ **CLICK** (This animation is slightly delayed which will allow you to count backwards together.)

...62...61...60...59. The last word read after two minutes was number 59. This number should be recorded on the Accuracy and Fluency tables that I will show you on the next slide.



Notes

Note For Presenter

Please familiarize yourself with the animation on this slide very well before your presentation.

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
Primera	59	-	7	=	52	÷	59	=	.88
Segunda		-		=		÷		=	
$52 \div 59 = .8813$ (Rounded to .88)									
Fluidez									
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	PLCPM
Primera	59	-	7	=	52	÷	120	x 60 =	26
Segunda		-		=		÷		x 60 =	
$52 \div 120 \times 60 = 26$ (Rounded to 26 PLCPM)									

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This slide has two (2) ✓ ☆ CLICKS of animation.

DO:

If your teachers use an electronic version of the MPLP, the Accuracy and Fluency rates are automatically determined. You may move through this slide more quickly if desired.

SAY:

Our student's last word read was 59...

✓ ☆ CLICK

...which should be recorded in the space provided on the first table. If this student made, let's say, 7 errors, we can then calculate the Accuracy rate. The accuracy rate is determined by dividing the total number of words read correctly [in our case 52 (59 – 7 = 52)] by the last word read, which we know is 59. As you can see, this is .8813, and since .88 is above .87 (POINT TO THE LAST COLUMN), the student is NOT considered to be Nivel de frustración on this story, so the 'No' box has been circled. If the student had been Nivel de frustración, then they should backtrack unless the previous story has already been read twice. The fluency rate is similarly determined.

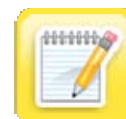
DO:

✓ ☆ CLICK Walk participants through how to determine the fluency rate.



Key Points

- Following each story in the student answer booklet, are tables to help you determine the accuracy and fluency.
- To determine accuracy level, record the number of the last word read and the total number of errors and then just follow the formula.
- To determine fluency, record the number of the last word read, total number of errors, time (in seconds), and then complete the formula.



Notes

If this is a progress monitoring only training, allow participants to practice determining the fluency rates in Participant Packet.

ANSWERS:

Primera: Accuracy = FRU = NO
Fluency 47.499 or 49 plcpm

Segunda: Accuracy= FRU=NO
Fluency 58.89 or 59 plcpm

Comprehension Two Week Schedule

A19

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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DO:

Walk through the slide with the participants. Point out that the questions are so general that they could apply to any story and could be used regardless of the point a student reached in the story.

The responses are not formally scored, but are designed to give the teacher a general idea of how well two week schedule students are understanding what they read.



Key Points

- The same two general questions are asked after each 2 week administration.
- These questions are designed so that the student will be able to answer regardless of where they ended in the story.
- Two week schedule comprehension responses are not formally scored, but rather are designed to give teachers a general idea as to how well students are comprehending the stories



Notes



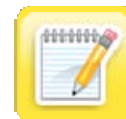
DO:

You can verify that you are about to cover the correct slides with your teachers by checking the type on the large puzzle piece. This would be the correct initial slide if you are covering the six week administration ONLY.



Key Points

- When you click on the schedule, the next slide will have a large puzzle piece
- Verify that the administration schedule on this slide is the one that your district uses



Notes

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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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

The first administration of the MPLP is your baseline administration. Each student establishes a baseline at his/her reading level. The baseline is the starting point for the semester (if a student is off grade level) or for the school year (if the student is on grade level).

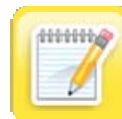
SAY:

Let's look at how to give students in each grade level their baseline assessment. We will demonstrate this process by using the flowcharts that are found in the Guía de administración.

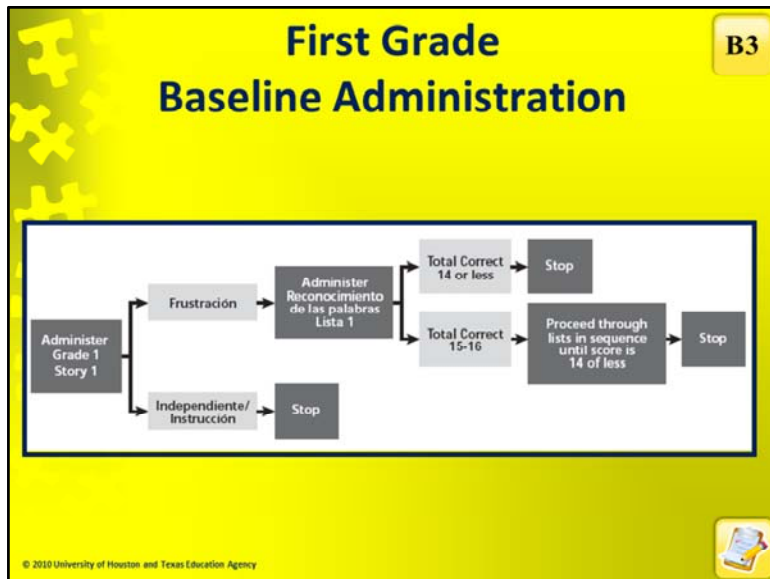


Key Points

- You should start progress monitoring 6 weeks after your BOY Tejas LEE assessment
- The first MPLP administration is called the baseline administration.
- This administration will give you a starting point from which to measure progress.



Notes



DO:

Walk the participants through the flowchart logic.

SAY:

You should note that all first grade students on a six week administration schedule should start with First Grade Story 1. If they read this story successfully, this is their baseline. However, if they are FRU on this story, they should backtrack to word list #1 and then work their way through the lists.

Because it is so early in the school year, it is not necessary to always move a Grade 1 student unable to read story 1 to a two week administration schedule. The teacher, however, should closely monitor such students to ensure they are making adequate reading progress between 6 week administrations.

If a student scores less than 15 correct on any of the word lists, the baseline is established with the previous list and the administration is completed. For example, if a student read word lists 1, 2 and 3 successfully, but scored less than 15 on word list 4, their baseline would be word list 3.

DO:



Have participants complete the TRUE/FALSE activity in the Participant Packet



Key Points

For G1 Baseline Administration:

- All students should start with G1, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read Story 1, they should proceed to Word List #1 and continue until they reach a word list where they can only read 14 words or less. This will be their baseline.



Notes

ANSWERS:

1. FALSE-start with Story 1
2. TRUE
3. FALSE-word lists are only read if unsuccessful on story
4. TRUE

Second Grade Baseline Administration

B4



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DO:

Walk participants through the flowchart logic.

SAY:

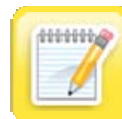
If a student is FRU on story one, it is recommended that the student be moved to a two week administration.



Key Points

For G2 Baseline Administration:

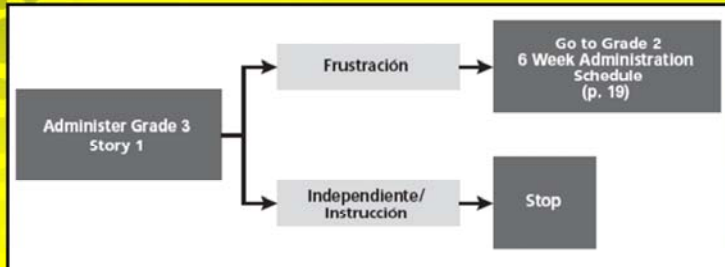
- All students should start with G2, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G2, Story 1, they should proceed to the first grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



Notes

Third Grade Baseline Administration

B5



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DO:

Walk participants through the flowchart logic.

SAY:

If a student is FRU on story one, it is recommended that the student be moved to a two week administration.

DO:

Point out to participants that their participant packet emphasizes the key point on this slide that students unable to read Story 1 should be progress monitored on the two-week administration schedule.



Key Points

For G3 Baseline Administration:

- All students should start with G3, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G3, Story 1, proceed to the second grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



Notes

Baseline Assessment Summary 6 Week

B6

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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DO:

Read/review slide.

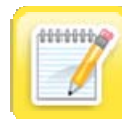
SAY:

If a student on the six week administration schedule is unable to set an on-grade level baseline or must revert to the word lists, serious consideration should be given to changing this student to a two week schedule. Remember, the six week schedule is recommended for average and above average students.



Key Points

- All students should start with Story 1 of their current grade level.
- For Grade 1, if student is unsuccessful with Story 1, then move to Word List #1 and establish baseline that way.
- For Grades 2 and 3, if student is unsuccessful with Story 1, then move back to Story 1 of previous grade and follow their flowchart.
- If a student on the 6 week schedule sets an off-grade level baseline, they should be changed to a two week progress monitoring schedule



Notes

Six Week Story Overview

B7

- 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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SAY:

Students read one entire story six week administration schedule. After they finish, the teacher asks them 6 comprehension questions that are specific to the story content. Some questions are explicit and others are implicit.

There are three possible accuracy levels: Nivel independiente, Nivel de instrucción, or Nivel de frustración.

DO:



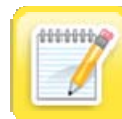
Have participants complete the Fill in the Blank activity in their participant packet. The answers are:

1. entire
2. six
3. three



Key Points

- No time limit. Students read entire story.
- Students answer 6 story specific comprehension questions
- 3 Accuracy levels: Nivel independiente, Nivel de instrucción, Nivel de frustración



Notes

Six Week Word List Overview

B8

- 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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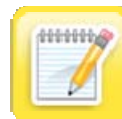
DO:

Read/review slide.

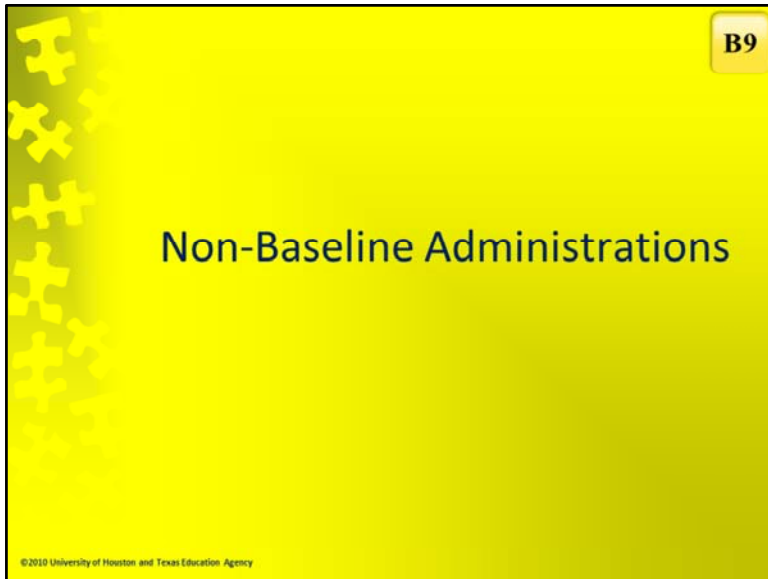


Key Points

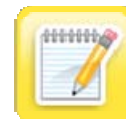
- Students only read word lists if unsuccessful with Grade 1, Story 1.
- For baseline, start with Word List #1 and continue until they reach FRU level (14 or less correct)
- For subsequent administrations, students will read only one word list per administration
- Can not move forward from a word list until they are successful (15-16 correct)




Notes



Key Points




Notes



All Non-Baseline Administrations

B10

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



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DO:

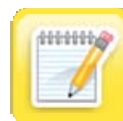
Read/review slide.



Point out to participants that they have this information in their Participant Packet as a quick reference guide.



Key Points



Notes

Word Lists

B11

- 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.

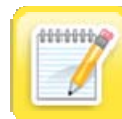
© 2010 University of Houston and Texas Education Agency

DO:

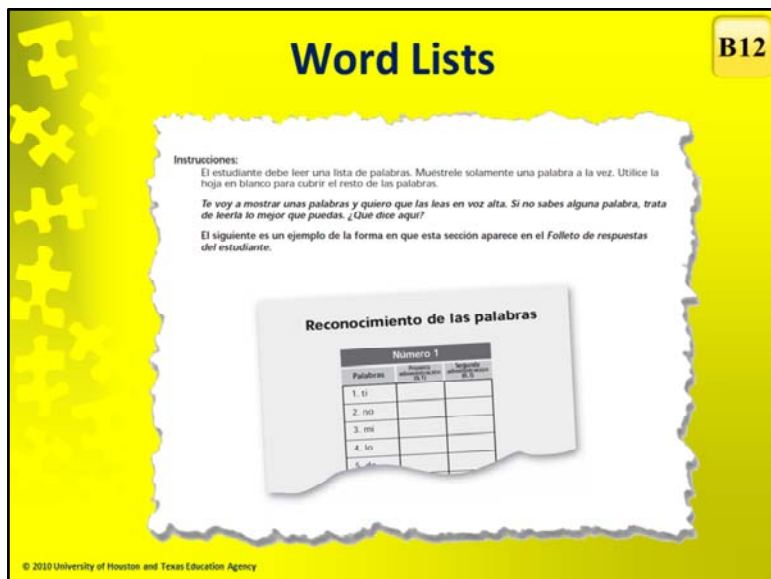
Read/review slide.



Key Points



Notes



SAY:

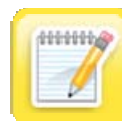
Please note that just like on the Tejas LEE assessment, anything that is read to the student by the teacher is presented in bold, italic type.

In the pre-printed answer sheets, there are two columns for each word list. If a student needs to read the same word list more than two times, you may add an additional column or write the results in a different color ink to distinguish the third administration from the previous ones.



Key Points

- Teachers' instructions to students will always appear in ***bold italic text***.
- There is a screenshot of the student answer booklet.
- Notice there are only two columns for each word list.
- If student reads a word list more than twice, you may write additional results in the margins or in the box with a different color ink pen.



Notes

Reconocimiento de las palabras

Número 1

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

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This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

Let's take a look at how to record the Word List results.

✓ ☆ CLICK

To score this section, place a 1 or a 0 in each box as the student reads the word.

✓ ☆ CLICK

Total the score at the bottom of the page. If the student is "Frustración", circle "Sí" at the bottom of the page and administer this section again during the next administration.

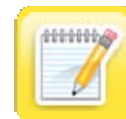
✓ ☆ CLICK

Record the administration date in the space provided.



Key Points

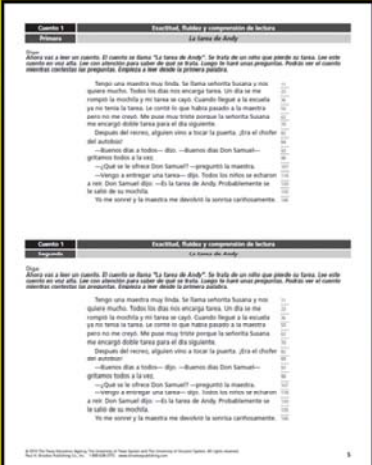
- If student reads word correctly, score it a 1.
- If student reads word incorrectly, score it a 0.
- If student reads 14 or less words correctly, circle 'Si' for frustrational. Otherwise circle 'No'.
- Be sure to record date of administration at bottom of column.



Notes

B14

Exactitud, fluidez y comprensión de lectura



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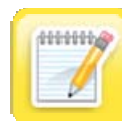
SAY:

Now let's take a look at how reading accuracy, fluency and comprehension is measured on the 6 week administration schedule.

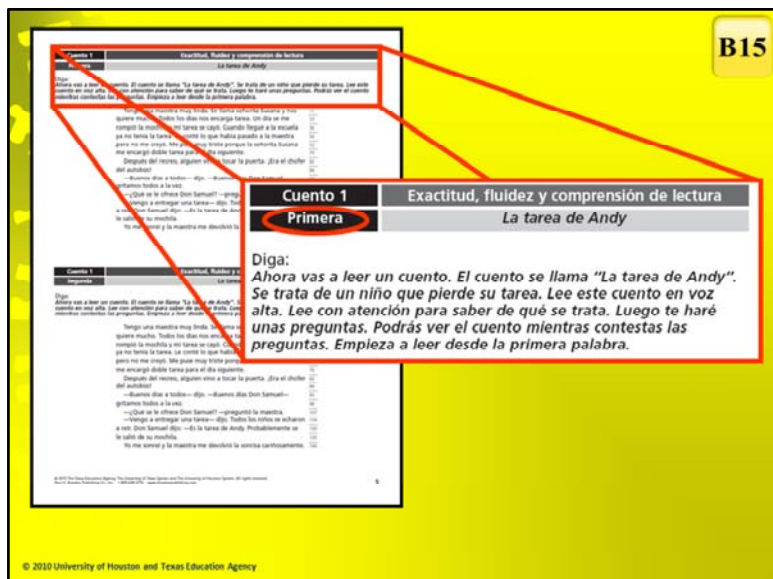


Key Points

- This is a screenshot of a story page from the student answer booklet.
- Tell participants you will now discuss how Accuracy, Fluency and Comprehension are measured and scored on the MPLP



Notes



This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

This slide shows the story pages from the Folleto de respuestas del estudiante. At the top of the page...

✓ ☆ CLICK

...there are a set of directions that should be read to the student before he or she begins to read. They give the student a brief description of the story and a purpose for reading.

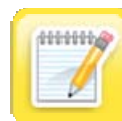
✓ ☆ CLICK

There are two copies of each story provided in the Folleto de respuestas del estudiante. Each one is labeled either "Primera" or "Segunda". The second story is provided for cases in which a story is re-read because of the backtracking rule.



Key Points

- Before the student reads the story, the teacher should read him/her the introductory paragraph found at the top of the page.
- There are two copies of each story in the student answer booklet.



Notes

B16

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.)
Administración						
Primera		IND	INS	FRU	Primera	: =
Segunda		IND	INS	FRU	Segunda	: =
Trace un círculo alrededor del nivel apropiado.						
Fluidez						
		Palabras en el cuento	-	errores	=	Palabras correctas ÷ Segundos x 60 = PLCPM
Administración						
Primera		146	-	7	=	÷ x 60 =
Segunda		146	-		=	÷ x 60 =

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Key Points

- Determine number of errors made and:
 - ❖ circle corresponding accuracy level
 - ❖ record number in error box found in fluency formula

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

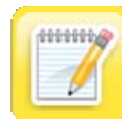
This slide shows the Accuracy and Fluency table for the Six Week Administration Schedule from the Folleto de respuestas del estudiante. Let's suppose that a First Grade student named Gabriela was reading Story 1 and during the reading had 7 miscalls.

✓ ☆ CLICK

As you can see this information is recorded in the error column under Fluidez. This number is then checked against the accuracy table above. In this story, 0-7 errors puts Gabriela in the INDEPENDIENTE Accuracy rate.

✓ ☆ CLICK

The accuracy rate should be circled on the table.



Notes

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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Key Points

- Once the accuracy rate has been recorded, the next step is to determine fluency.
- Convert the total time read into seconds only
- Enter total seconds into corresponding box in fluency formula

This slide has two (2) ✓ ☆ CLICKS of animation.

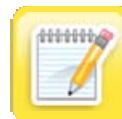
SAY:

Let's further suppose that Gabriela read the story in 3 minutes and 31 seconds.

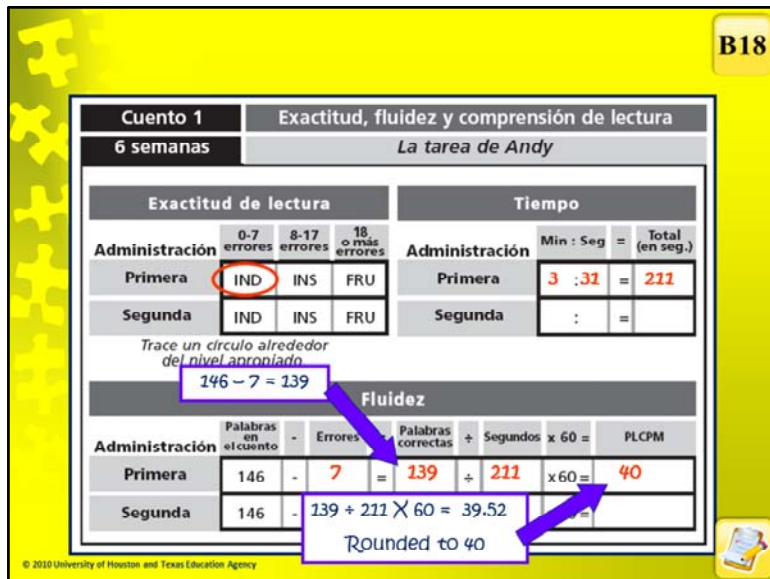
✓ ☆ CLICK

This information is entered into the TIEMPO table and converted into seconds. This information is then transferred into the 'segundos' column on the FLUIDEZ table.

✓ ☆ CLICK



Notes



Key Points

- Once you have recorded number of errors and total seconds, then simply complete the formula to determine fluency rate.

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Now we are ready to calculate the fluency rate.

✓★ **CLICK**

First we determine the number of words read correctly by subtracting the number of errors from the total of numbers in the story. For the six week schedule, this number is pre-printed on the table as students always read the entire story.

Next, the Words correct is divided by the total number of seconds and this result is multiplied by sixty, giving us a fluency rate of...

✓★ **CLICK**

...40 words read per minute, or in Spanish “40 palabras leídas correctamente por minuto PLCPM”.



Notes

Examples: If this is a progress monitoring only training, allow participants to practice determining the fluency rates in Participant Packet.

ANSWERS:

Primera: Accuracy = Nivel de instrucción

Time: 315, Fluency 69.33 or 69 plcpm

Segunda: Accuracy= Nivel independiente

Time: 294 Fluency 76.94 or 77 plcpm

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.		5. ¿Quiénes vino a tocar la puerta de la clase? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.	
2. ¿Cómo se llama la maestra de Andy?		6. ¿Qué fue el chofer del autobús al salir de la escuela? Entregar 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.			
		Total correctas:	

**Comprehension
Six Week Schedule**

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This slide has one (1) ✓☆ CLICK of animation.

SAY:

An example of the comprehension question page for the 6 week schedule is shown above. As you can see, there are six questions for each story. The questions relate to the story that the student just read and suggested answers are provided in the folleto. As with all Comprehension tasks on the Tejas LEE, a teacher may always use professional judgment to decide whether to count a student response correct if it is not listed among the suggested answers.

✓☆ CLICK

Taking a closer look at the questions, the part the teacher asks is presented in bold italic type. The answers are directly below. If more than one possible answer is given, the number of answers that the student must give to receive credit for the question is provided below. For example, on question #1, two possible answers are provided, but only one is required.

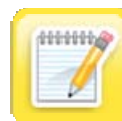
If a student gives one answer, but more are required, it is acceptable to prompt the student by asking him/her, "¿Y qué más?"

Also note, that two columns are provided for two possible administrations of the questions, should the student re-read this story due to backtracking rules.



Key Points

- COMPREHENSION on the SIX WEEK administration schedule:
- 6 questions per story
- Suggested answers are provided but are not all inclusive
- Teacher should use their professional judgment to determine if a response is correct or incorrect.
- When asking questions that require more than one answer, it is okay to prompt the student by saying, "¿Y qué más?"



Notes

B20

Cuento 1		Exactitud, fluidez y comprensión de lectura					
6 semanas		La tarea de Andy					
		Puntuación	Porcentaje	Puntuación	Porcentaje		
		(0-1)	(0-1)	(0-1)	(0-1)		
Explicitas	1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.			Implicitas	5. ¿Quién vino a tocar la puerta de la clase? El conductor del autobús, Don Samuel. 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.						
				Total correctas:			

Comprehension Six Week Schedule

Click on Arrow to Continue

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Key Points

- All questions are labeled as either explicit or implicit
- The number of explicit and implicit questions will vary by story

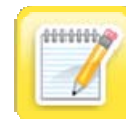
This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

A vertical bar on the left hand side of each column indicates whether the questions are implicit or explicit.

✓ ☆ CLICK

The actual number of explicit and implicit questions varies by story. In the example above, there are 5 explicit and 1 implicit question.



Notes



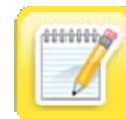
DO:

You can verify that you are about to cover the correct slides with your teachers by checking the type on the large puzzle piece. This would be the correct initial slide if your district is implementing progress monitoring on both the two week and six week administration schedule.



Key Points

- When you click on the schedule, the next slide will have a large puzzle piece
- Verify that the administration schedule on this slide is the one that your district uses



Notes

Choosing the Correct Administration Schedule

C2

Struggling students require close monitoring. We recommend a two week administration schedule with these students.

Average and above average students may be monitored less frequently. A six week administration schedule may be appropriate for these students.

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DO:

Read/review slide.



Key Points

- For struggling readers, we recommend a 2 week schedule
- For average and above average readers, we recommend a 6 week schedule



Notes

Baseline Administration

C3

The **Baseline Administration** is the first administration of the MPLP. It occurs two or 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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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

The first administration of the MPLP is your baseline administration. Each student establishes a baseline at his/her reading level. The baseline is the starting point for the semester (if a student is off grade level) or for the school year (if the student is on grade level).

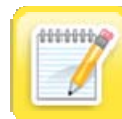
SAY:

Let's look at how to give students in each grade level their baseline assessment. We will demonstrate this process by using the flowcharts that are found in the MPLP Guía de administración.

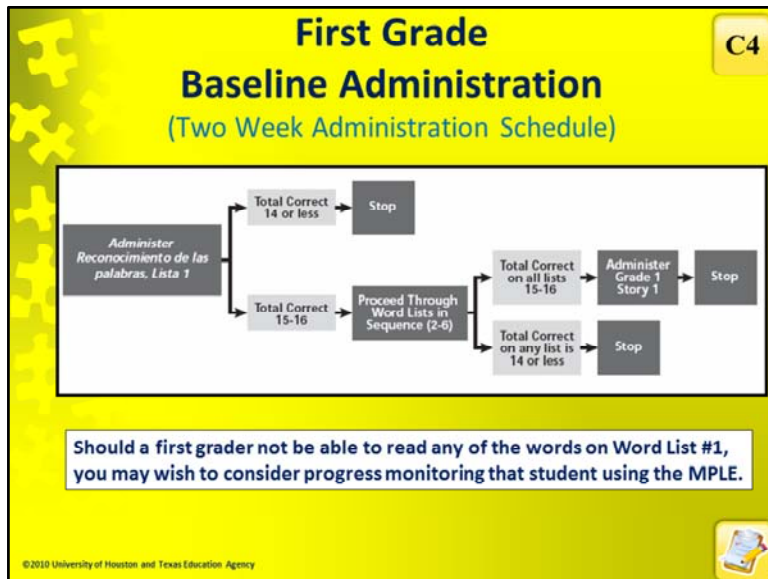


Key Points

- You should start progress monitoring 2 or 6 weeks after your BOY Tejas LEE assessment
- The first MPLP administration is called the baseline administration.
- This administration will give you a starting point from which to measure progress.



Notes



SAY:

When establishing the baseline for a first grade student using the two week administration schedule, you will start by having the students read “Word List #1”. Following the flowchart (use a pointer or laser and track the arrows as you follow the flowchart), if the student reads 14 or less words, you stop the administration. Word List #1 becomes that student’s baseline. However, should a student read 15 or 16 right, he/she should continue on to Word List #2 and so on. There are 6 word lists in all. If a student should read less than 15 words correct on any word list, the administration is ended. The word list on which the student read less than 15 words becomes the baseline.

Should a student read all 6 word lists successfully, they should then read Grade 1 Story 1 and this story becomes their baseline.

So, a first grader may establish their baseline on Word List #1, #2, #3, #4, #5, #6, or on Grade 1 Story 1.

DO:

Paraphrase the footnote at the bottom of the slide.

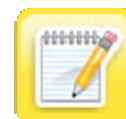


Complete the TRUE/FALSE activity in the participant packet. The answers are in the notes section to the right.



Key Points

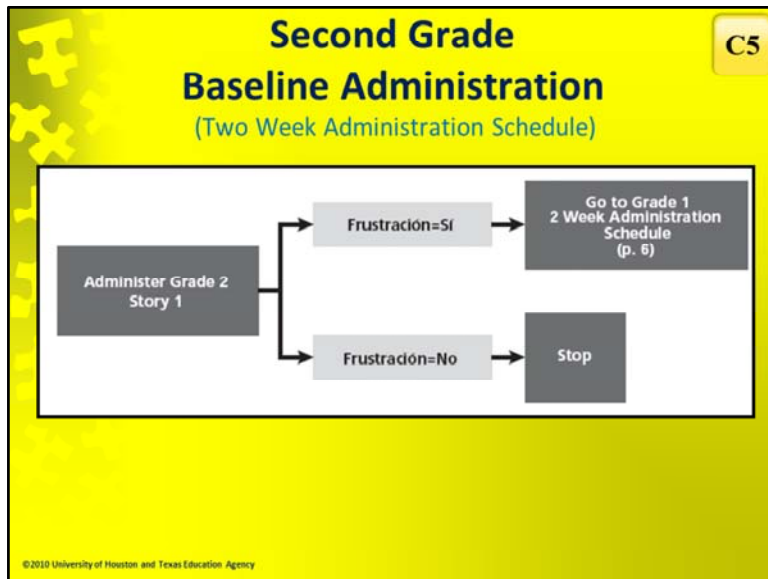
- All first grade students should start with Word List #1
- Continue administering word lists until the student reads 14 words or less correctly. This is their baseline.
- If a student reads all 6 words lists correctly, then have them read Story 1. This is their baseline.



Notes

Answers to TRUE/FALSE activity in the participant packet:

1. TRUE
2. TRUE
3. FALSE—If a student is frustrated , they stop reading at that point
4. TRUE



DO:

Walk participants through the flowchart logic.

SAY:

Thus, a second grade student could establish his baseline with Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.

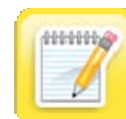
DO:

You may wish to backtrack to the previous slide to show that if a student is Nivel de frustración on G2 Story 1, the next item to be administered is Word List #1, and then the progression through the word lists to G1 Story 1.

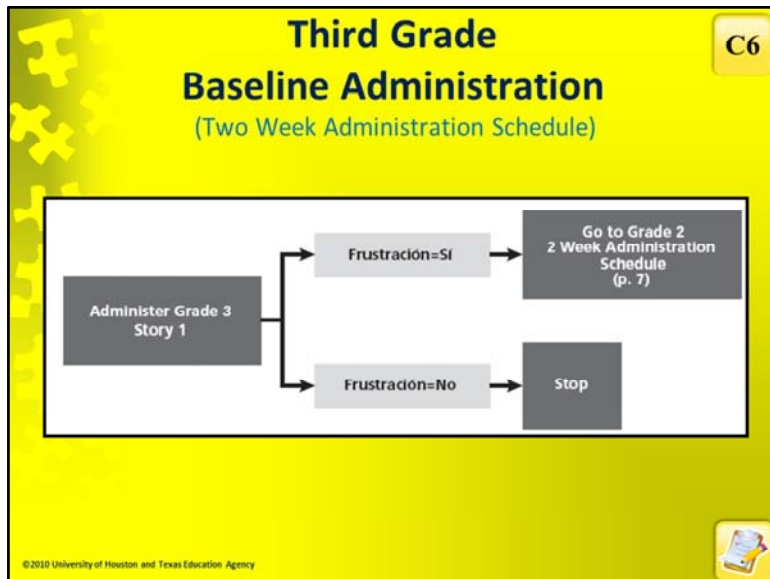


Key Points

- All second grade students start with G2, Story 1.
- If student reads this story successfully, then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 1: Two Week Administration Schedule and follow that flowchart.



Notes



DO:

Walk participants through the flowchart logic.

SAY:

Thus, a third grade student could establish his baseline with Grade 3 Story 1, Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.

DO:



The “Frustración = NO” being good and “Frustración = SI” being bad is somewhat counter-intuitive. Make certain that the participants understand this concept before moving on.

Have them review the “Thumbs Up, Thumbs Down” section of their participant packet.

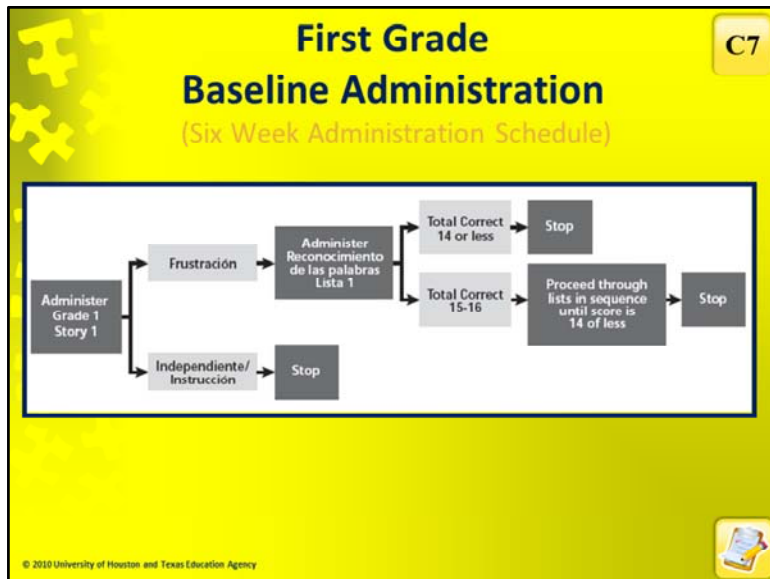


Key Points

- All third grade students should start with G3, Story 1.
- If student reads this story successfully then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 2: 2 Week Administration Schedule and follow that flowchart.
- If student is still frustrational on G2, Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



Notes



DO:

Walk participants through the flowchart logic.

SAY:

You should note that the flowchart logic for the 6 week administration is very similar to the 2 week schedule. The main differences are:

1. *Students start by reading Grade 1 Story 1 rather than the word lists.*
2. *There are three possible accuracy levels for the six week schedule (Nivel Independiente, Nivel de instrucción and Nivel de frustración) rather than just the two for the two week schedule.*

DO:



Have participants complete the TRUE/FALSE activity in the Participant Packet (answer key is to the right).



Key Points

For G1 Baseline Administration:

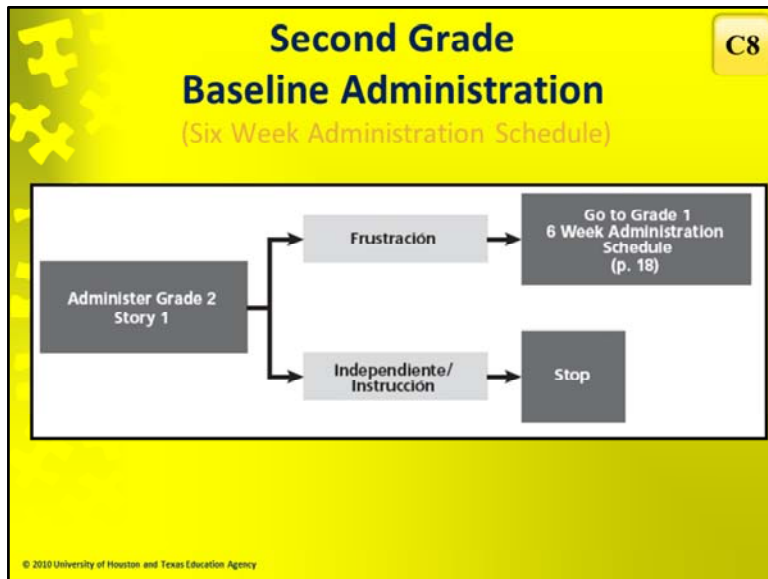
- All students should start with G1, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read Story 1, they should proceed to Word List #1 and continue until they reach a word list where they can only read 14 words or less. This will be their baseline.



Notes

ANSWERS:

1. FALSE-start with Story 1
2. TRUE
3. FALSE-word lists are only read if unsuccessful on story 1. Word lists are then read until a score of 14 or less.
4. TRUE



DO:

Walk participants through the flowchart logic.

SAY:

The G2 flowchart above is identical to the two week administration schedule with the exception of the accuracy levels.



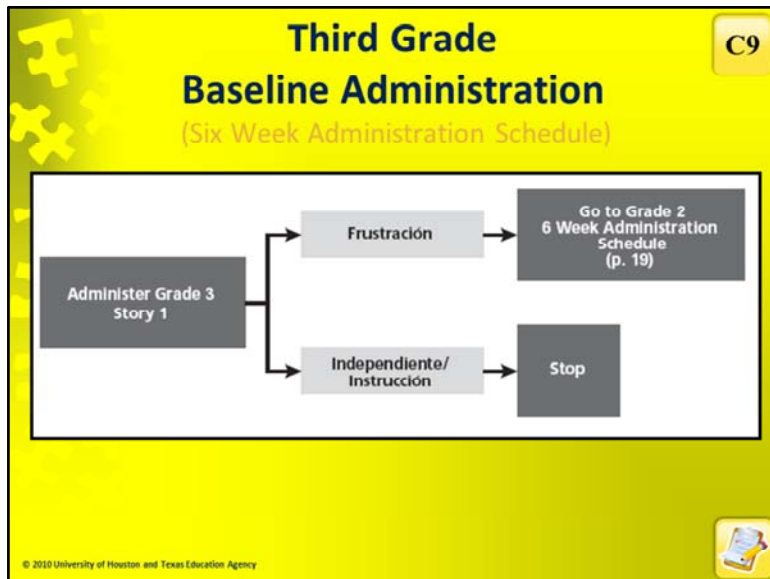
Key Points

For G2 Baseline Administration:

- All students should start with G2, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G2, Story 1, they should proceed to the first grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



Notes



DO:

Walk participants through the flowchart logic.

SAY:

The G3 flowchart above is identical to the two week administration schedule with the exception of the accuracy levels.



The participant packet emphasizes the key point on this slide that students unable to read Story 1 should be progress monitored on the two-week administration schedule.



Key Points

For G3 Baseline Administration:

- All students should start with G3, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G3, Story 1, proceed to the second grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



Notes

Baseline Assessment Summary C10
(Two Week Administration Schedule)

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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DO:

Read/review slide.

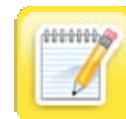


Point out to participants that they have this information in their handouts as a quick reference guide. They may wish to place this into their MPLP TE or kit.




Key Points

- All students should start at their current grade level.
- 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



Notes



Baseline Assessment Summary

(Six Week Administration Schedule)

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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C11

This slide has one (1) ✓ ☆ CLICK of animation.

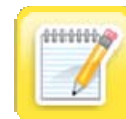
SAY:

If a student on the six week administration schedule is unable to set an on-grade level baseline or must revert to the word lists, serious consideration should be given to changing this student to a two week schedule. Remember, the six week schedule is recommended for average and above average students.





Key Points

- All students should start with Story 1 of their current grade level.
- For Grade 1, if student is unsuccessful with Story 1, then move to Word List #1 and establish baseline that way.
- For Grades 2 and 3, if student is unsuccessful with Story 1, then move back to Story 1 of previous grade and follow their flowchart.
- If a student on the 6 week schedule sets an off-grade level baseline, they should be changed to a two week progress monitoring schedule



Notes

 Story Overview 	
<u>Two Week Schedule</u>	<u>Six Week Schedule</u>
<ul style="list-style-type: none"> Students read selections for NO MORE than two minutes Students answer TWO GENERAL comprehension questions Students accuracy rate is limited to <i>Nivel de frustración</i> or NOT <i>Nivel de frustración</i> 	<ul style="list-style-type: none"> Students are timed as they read the ENTIRE SELECTION Students answer SIX story specific comprehension questions Students accuracy rate can be: <i>Nivel independiente</i>, <i>Nivel de instrucción</i>, or <i>Nivel de frustración</i>

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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

One easy way to remember the two week administration is that everything is in twos:

Students read for a maximum of TWO minutes. (They may read for less than two minutes if they finish the story sooner.)

Students answer TWO very general comprehension questions. (These questions are the same for all stories. Since students read for only two minutes, we cannot know how far into the story they will get, making it impossible for them to be assessed on story specific content. Rather, students answer the following questions: Who or what is this story mostly about? and What happens in this story?)

There are TWO accuracy levels: *Nivel de frustración* and NOT *Nivel de frustración*.

For the six week administration schedule:

Students read one entire story every six weeks. After they finish, the teacher asks them 6 comprehension questions that are specific to the story content. Some questions are explicit and others are implicit.

There are three possible accuracy levels: *Nivel independiente*, *Nivel de instrucción*, or *Nivel de frustración*.



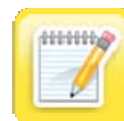
Key Points

For 2 week schedule:

- 2 minute readings
- 2 general questions per story
- 2 accuracy levels: *Nivel de frustración* or NOT *Nivel de frustración*

For 6 week schedule:

- No time limit. Students read entire story.
- Students answer 6 story specific comprehension questions
- 3 Accuracy levels: *Nivel independiente*, *Nivel de instrucción*, *Nivel de frustración*



Notes

To emphasize that everything is "Two" in the Two Week



Administration schedule have them complete the Fill in the Blank administration where every missing answer is the same, "TWO".

On the six week administration Fill in the Blank activity, the answers are: 1. entire 2. six 3. three.

Story Overview

C13

	Two Week	Six Week
Read	2 Minutes	Entire Story
Comprehension Questions		
--Number	2	6
--Type	General	Story Specific
Accuracy Levels	2	3

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Key Points

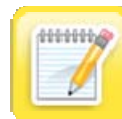
- This slide has the same information as the previous slide, but it is organized in an easy-to-read table format

SAY:


The table has the same information that was in the previous slide. The two administration schedules are side-by-side so you can easily see the differences between them.

DO:

Go through this in as much or as little detail as you feel necessary.



Notes

 Word List Overview C14	
<u>Two Week Schedule</u>	<u>Six Week Schedule</u>
<ul style="list-style-type: none"> Students start reading the word lists with Word List #1 Students continue to read the word lists until they score FRU 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) 	<ul style="list-style-type: none"> Students start reading the word lists ONLY IF UNSUCCESSFUL with G1 S1 and start with Word List #1 Students continue to read the word lists until they score FRU 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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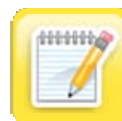
DO:

Read/review slide.



Key Points

- This slide reviews how the Word Lists are used in the two and six week administration schedules for first grade



Notes

Word List Overview

C15

	Two Week	Six Week
Starting Point	Word List #1	Grade 1 Story 1
--If successful	Word List #2, etc...	BASELINE
--If unsuccessful	BASELINE	Word List #1, etc...
How Many Word Lists/Admin?		
Baseline Administration	Until FRU	UNTIL FRU
Other Administrations	1	1

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Key Points

- This slide presents the same Word List information that was on the previous slide, but in table format
- Review as much or as little as you feel is necessary with your participants

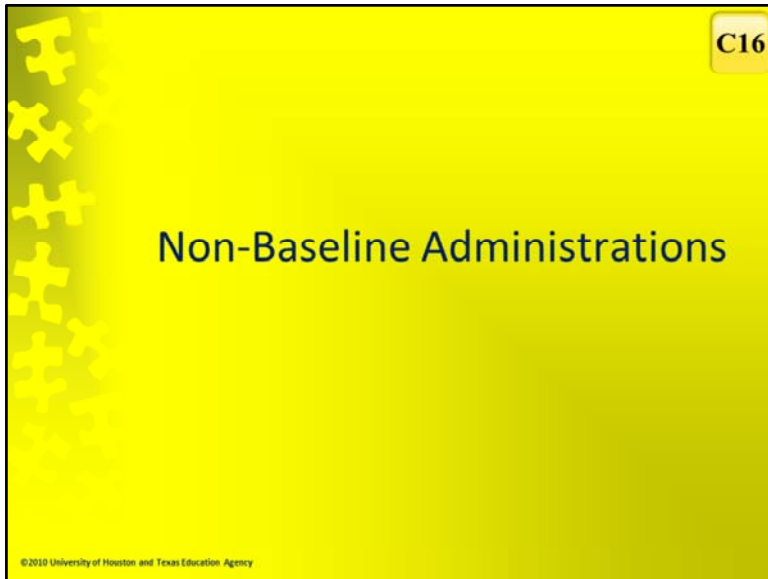
DO:

Read/review slide.

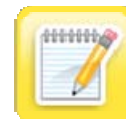
This slide has the same information that was on the previous slide in table format. Review as much or as little as you feel necessary with your participants.




Notes



Key Points




Notes



All Non-Baseline Administrations

C17

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



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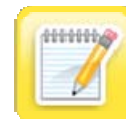
Key Points

DO:

Read/review slide.



Point out to participants that they have this information in their Participant Packet as a quick reference guide.



Notes

Word Lists

C18

- 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

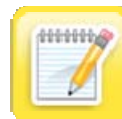
© 2010 University of Houston and Texas Education Agency

DO:

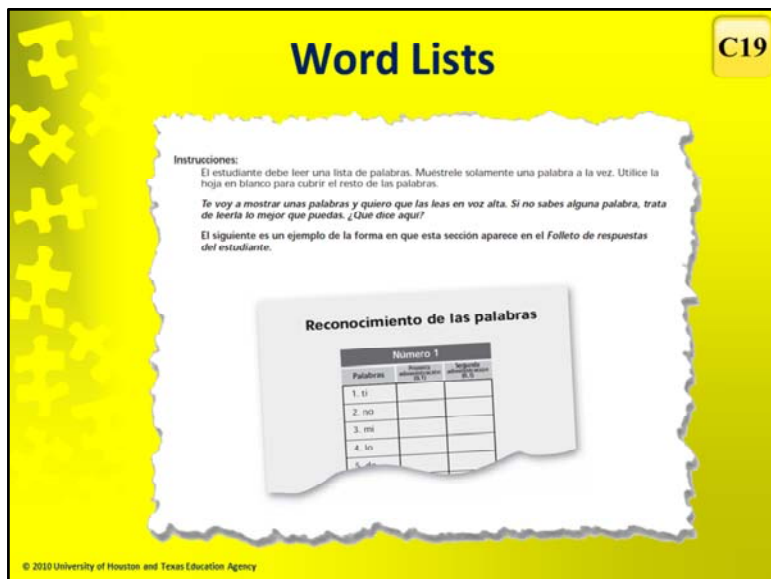
Read/review slide.



Key Points



Notes



SAY:

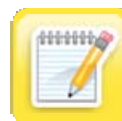
Please note that just like on the Tejas LEE assessment, anything that is read to the student by the teacher is presented in bold, italic type.

In the pre-printed answer sheets, there are two columns for each word list. If a student needs to read the same word list more than two times, you may add an additional column or write the results in a different color ink to distinguish the third administration from the previous ones.



Key Points

- Teachers' instructions to students will always appear in bold italic text.
- There is a screenshot of the student answer booklet.
- Notice there are only two columns for each word list.
- If student reads a word list more than twice, you may write additional results in the margins or in the box with a different color ink pen.



Notes

Reconocimiento de las palabras

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

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This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

Let's take a look at how to record the Word List results.

✓ ☆ CLICK

To score this section, place a 1 or a 0 in each box as the student reads the word.

✓ ☆ CLICK

Total the score at the bottom of the page. If the student is "Frustración", circle "Sí" at the bottom of the page and administer this section again during the next administration.

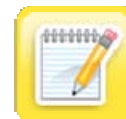
✓ ☆ CLICK

Record the administration date in the space provided.



Key Points

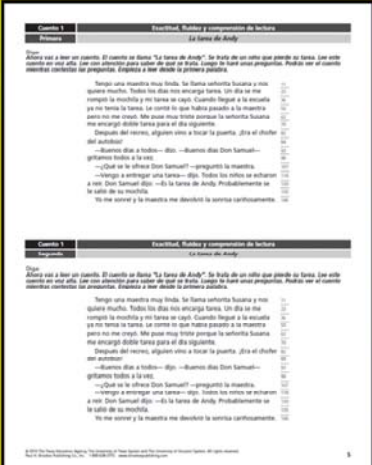
- If student reads word correctly, score it a 1.
- If student reads word incorrectly, score it a 0.
- If student reads 14 or less words correctly, circle 'Si' for frustrational. Otherwise circle 'No'.
- Be sure to record date of administration at bottom of column.



Notes

C21

Exactitud, fluidez y comprensión de lectura



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SAY:

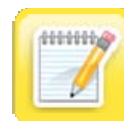
Now let's take a look at how reading accuracy, fluency and comprehension are measured and scored on the MPLP.

.

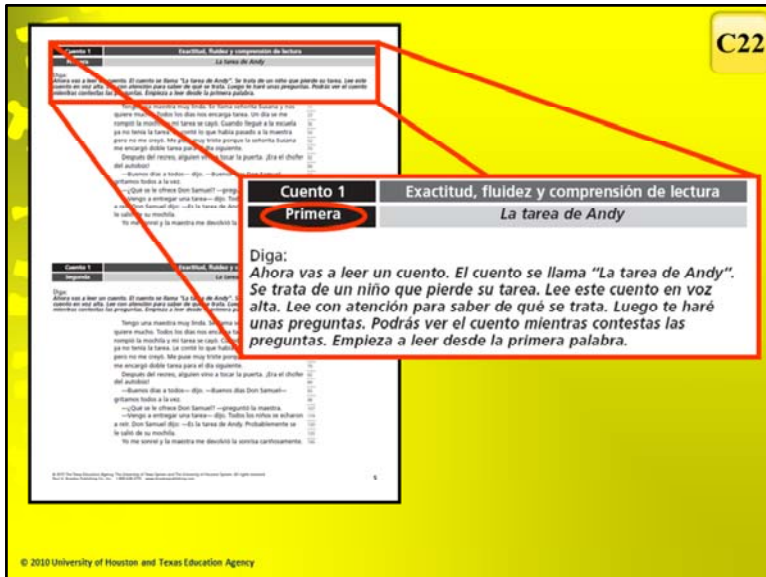


Key Points

- This is a screenshot of a story page from the student answer booklet.
- Tell participants you will now discuss how Accuracy, Fluency and Comprehension are measured and scored on the MPLP



Notes



Key Points

- Before the student reads the story, the teacher should read him/her the introductory paragraph found at the top of the page.
- There are two copies of each story in the student answer booklet.

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

This slide shows the Story Pages from the Folleto de respuestas del estudiante. At the top of the page...

✓ ☆ CLICK

...there are a set of directions that should be read to the student before he or she begins to read. They give the student a brief description of the story and a purpose for reading.

✓ ☆ CLICK

There are two copies of each story provided in the Folleto de respuestas del estudiante. Each one is labeled either "Primera" or "Segunda". The second story is provided for cases in which a story is re-read because of the backtracking rule.



Notes

This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

One of the helpful features of the MPLP is the numbering at the end of each line of print. The number printed after the last word tells you the number of the last word in the line. This is a great time saver in determining Accuracy and Fluency rates for students on the two week observation schedule. For example,

✓ ☆ CLICK

in the example above, “nos” is word 11, while “Susana” is word 62. Let’s suppose that a student’s...

✓ ☆ CLICK

...last word after two minutes was “porque”. In order to determine what number word “porque” is, you should count backwards starting from the last word on the line, “Susana”. Let’s count back together:

✓ ☆ CLICK (This animation is slightly delayed which will allow you to count backwards together.)

...62...61...60...59. The last word read after two minutes was number 59. This number should be recorded on the Accuracy and Fluency tables that I will show you on the next slide.



Key Points

- A running word count can be found at the end of each line.
- Count backwards to determine last word read in the story.
- You would only use the running word count on the two week administration schedule



Notes

Please familiarize yourself with the animation on this slide very well before your presentation.

C24

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
Primera	59	- 7	=	52	÷	59	=	.88
Segunda		-	=		÷		=	
$52 \div 59 = .8813$ (Rounded to .88)								
Fluidez								
Administración	Última palabra leída	- Errores	=	Palabras correctas	÷	Segundos	x 60	=
Primera	59	- 7	=	52	÷	120	x 60	=
Segunda		-	=		÷		x 60	=
$52 \div 120 \times 60 = 26$ (Rounded to 26 PLCPM)								

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This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Accuracy and fluency rates are calculated differently for the two week and six week administration schedules. Let's look first at how the two week schedule works.

✓ ☆ CLICK

Our student's last word read was 59, which should be recorded in the space provided on the first table. If this student made, let's say, 7 errors, we can then calculate the Accuracy rate. The accuracy rate is determined by dividing the total number of words read correctly [in our case 52 (59 - 7 = 52)] by the last word read, which we know is 59. As you can see, this is .8813, and since .88 is above .87 (POINT TO THE LAST COLUMN), the student is NOT considered to be Nivel de frustración on this story, so the No box has been circled. If the student had been Nivel de Frustración, then they should backtrack unless the previous story has already been read twice. The fluency rate is similarly determined.

DO:

✓ ☆ CLICK

WALK PARTICIPANTS THROUGH HOW TO DETERMINE THE FLUENCY RATE.



Key Points

- This slide shows how to determine Accuracy and Fluency on the TWO WEEK administration schedule
- Following each story in the student answer booklet, are tables to help you determine the accuracy and fluency.
- To determine accuracy level, record the number of the last word read and the total number of errors and then just follow the formula.
- To determine fluency, record the number of the last word read, total number of errors, time (in seconds), and then complete the formula.



Notes

Examples: If this is a progress monitoring only training, allow participants to practice determining the fluency rates in Participant Packet.
ANSWERS:

Primera: Accuracy = FRU = NO
Fluency 47.499 or 49 plcpm

Segunda: Accuracy= FRU=NO
Fluency 58.89 or 59 plcpm

C25

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.)
Administración						
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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This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

This slide shows the Accuracy and Fluency table for the Six Week Administration Schedule from the Folleto de respuestas del estudiante. Let's suppose that a First Grade student named Gabriela was reading Story 1 and during the reading had 7 miscalls.

✓ ☆ CLICK

As you can see this information is recorded in the error column under Fluidez. This number is then checked against the accuracy table above. In this story, 0-7 errors puts Gabriela in the INDEPENDIENTE Accuracy rate.

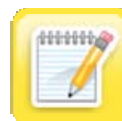
✓ ☆ CLICK

The accuracy rate should be circled on the table.



Key Points

- This slide shows how to determine Accuracy on the SIX WEEK administration schedule
- Determine number of errors made during the story reading and:
 - circle corresponding accuracy level for that number of errors
 - record number of errors in the fluency formula error box



Notes

C26

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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Key Points

- On the SIX WEEK schedule, once the accuracy rate has been recorded, the next step is to determine fluency.
- Convert the total time read into seconds only
- Enter total seconds into corresponding box in fluency formula

This slide has two (2) ✓ ☆ CLICKS of animation.

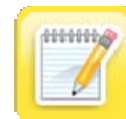
SAY:

Let's further suppose that Gabriela read the story in 3 minutes and 31 seconds.

✓ ☆ CLICK

This information is entered into the TIEMPO table and converted into seconds. This information is then transferred into the segundos column on the FLUIDEZ table.

✓ ☆ CLICK



Notes

C27

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.					
		146 - 7 = 139			
		Fluidez			
Administración	Palabras en el cuento	-	Errores	=	Palabras correctas ÷ Segundos x 60 = PLCPM
Primera	146	-	7	=	139 ÷ 211 x 60 = 40
Segunda	146	-	139 ÷ 211 x 60 = 39.52		
Rounded to 40					

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Key Points

- Once you have recorded number of errors and total seconds, then simply complete the formula to determine fluency rate.

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Now we are ready to calculate the fluency rate.

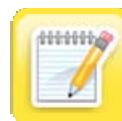
✓ ☆ CLICK

First we determine the number of words read correctly by subtracting the number of errors from the total of numbers in the story. For the six week schedule, this number is pre-printed on the table as students always read the entire story.

Next, the Words correct is divided by the total number of seconds and this result is multiplied by sixty, giving us a fluency rate of...

✓ ☆ CLICK

...40 words read per minute, or in Spanish "40 palabras leídas correctamente por minuto PLCPM".



Notes

Examples: If this is a progress monitoring only training, allow participants to practice determining the fluency rates in Participant Packet.

ANSWERS:

Primera: Accuracy = Nivel de instrucción

Time: 315, Fluency 69.33 or 69 plcpm

Segunda: Accuracy= Nivel independiente

Time: 294 Fluency 76.94 or 77 plcpm

C28

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?

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SAY:

As previously mentioned, the comprehension questions differ by administration schedule.

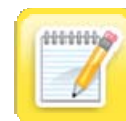
Shown here is a sample comprehension page from the two week schedule. On the two week schedule, two very general questions are asked. The questions are very general so that they could apply to any story and could be used regardless of the point a student reached in the story.

The responses are not formally scored, but are designed to give the teacher a general idea of how well two week schedule students are understanding what they read.



Key Points

- COMPREHENSION on the TWO WEEK administration schedule:
- The same two general questions are asked after each 2 week administration.
- These questions are designed so that the student will be able to answer regardless of where they ended in the story.
- Two week schedule comprehension responses are not formally scored, but rather are designed to give teachers a general idea as to how well students are comprehending the stories



Notes

C29

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.		5. ¿Quiénes vino a tocar la puerta de la clase? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.	
2. ¿Cómo se llama la maestra de Andy?		6. ¿Qué fue el chofer del autobús al salir de la escuela? Entregar 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.			
		Total correctas:	

**Comprehension
Six Week Schedule**

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This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

An example of the comprehension question page for the 6 week schedule is shown above. As you can see, there are six questions for each story. The questions relate to the story that the student just read and suggested answers are provided in the folleto. As with all Comprehension tasks on the Tejas LEE, a teacher may always use professional judgment to decide whether to count a student response correct if it is not listed among the suggested answers.

✓ ☆ CLICK

Taking a closer look at the questions, the part the teacher asks is presented in bold italic type. The answers are directly below. If more than one possible answer is given, the number of answers that the student must give to receive credit for the question is provided below. For example, on question #1, two possible answers are provided, but only one is required.

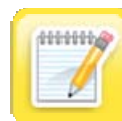
If a student gives one answer, but more are required, it is acceptable to prompt the student by asking them, “¿Y qué más?”

Also note, that two columns are provided for two possible administrations of the questions, should the student re-read this story due to backtracking rules.



Key Points

- On the 6 week schedule, there are 6 comprehension questions per story
- Suggested answers are provided but are not all inclusive
- Teacher should use their professional judgment to determine if a response is correct or incorrect.
- When asking questions that require more than one answer, it is okay to prompt the student by saying, “¿Y qué más?”



Notes

C30

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
		Primera (0,1)	Segunda (0,1)		
Explicitas	1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.			Implícitas	Total correctas
	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.				Total Exp.
	6. ¿Por qué fue el chofer del autobús al salón de Andy? A entregar la tarea de Andy.				Total Imp.

**Comprehension
Six Week Schedule**

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Key Points

- All questions are labeled as either explicit or implicit
- The number of explicit and implicit questions will vary by story

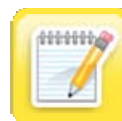
This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

A vertical bar on the left hand side of each column indicates whether the questions are implicit or explicit.

✓ ☆ CLICK

The actual number of explicit and implicit questions varies by story. In the example above, there are 5 explicit and 1 implicit question.



Notes

Backtracking

10

- 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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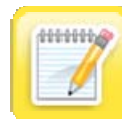
DO:

Read/review slide.



Key Points

- Backtracking occurs when a student is "*Nivel de frustración*" on a story.
- Story may be read as the final story a maximum of 2 times



Notes

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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This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

In this scenario, the student successfully read story #3 at Week 6. This counted as the first reading of this story. Two weeks later, at Week 8, the student scored FRU on Story #4 and had to backtrack and re-read story #3. This now counted as the second reading of Story #3.

✓ ☆ CLICK

Now let's take a look at Story #4, which is highlighted in green. At week 8, the student attempts Story #4 but scores FRU and has to backtrack to Story #3. Thus, the final story for this administration was Story #3, not Story #4. At Week 10, the student again attempts Story #4 and again scores FRU. Since the student can no longer backtrack to Story #3 as it has already been read twice, the administration ends here and Story #4 is recorded as FRU. This counts as the first administration of Story #4. The previous one did not count as it was not the final story read that week. At Week 12, the student again reads Story #4 and this time is able to read it successfully. Although, regardless of the outcome this will now count as the second administration of Story #4.

DO:

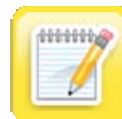


Have participants complete the Backtracking Practice activity in their Participant Packet.



Key Points

- THIS SLIDE WALKS PARTICIPANTS THROUGH HOW TO DETERMINE IF A STORY HAS BEEN READ “TWICE”. This slide explains how many times STORY 3 (in RED) has been read by the student in this example and how many times STORY 4 has been read (in GREEN)
- A story can only be read a maximum of two times.
- A story will be counted as read when it is the final story in that administration.



Notes

ANSWERS:

1. Since Story 3 has been read twice, the student cannot backtrack and Story 4 is recorded as FRU. It counts as the first attempt to read this story.
2. Since Story 6 has only been read only once, the student backtracks and rereads story 6.

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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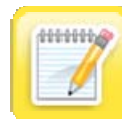
DO:

Read/review slide.



Key Points

- After MOY, all students who are reading off grade level have an opportunity to re-establish their baseline at their appropriate grade level



Notes

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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DO:

Read/review slide.

If a third grade student is reading at a first grade level, you will try to re-establish a baseline on grade level. However, if the student is unsuccessful, you may allow that student to try to establish a baseline on SECOND GRADE. If they are not successful, they should continue to work at the FIRST GRADE level where they were before MOY.

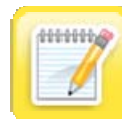


Point out to participants that they have this information in their Participant Packet as a quick reference guide.



Key Points

- All students will attempt to read story 1 of their grade level
- If they are successful, this is their new baseline
- If they are not successful, continue progress monitoring from where they left off before MOY



Notes

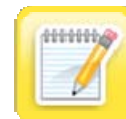
14

Documenting Student Progress

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Key Points



Notes

Word Lists

15



Key Points

- This slide explains how to record Word List reading results on the paper student answer sheets
- Districts using electronic versions of the MPLP will not use this form

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

The first document we will look at is the Word List Data Sheet.

✓ ☆ CLICK

The top part of the form is for the student information including year of administration.

✓ ☆ CLICK

The teacher should fill out this form for each word list read. They indicate the date of administration, the number of the word list read, whether the student was Frustración or not and the total number of words read correctly.

During the baseline administration, it is possible to use as many as 6 lines on a single date if a student successfully reads all six word lists.



NOTES FOR PRESENTER:

If your district uses an electronic version of the MPLP you will not use this form, but can generate it. Ask your vendor how this report can be created.



Notes

Story Reading 16

**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 (LCPW)	Preguntas de comp. (6 semanas)
			2 semanas ¿Frustr? (Si/No)	6 semanas (Ind/Inst /Fru)		
			Si No			
			Si No			
			Si No			
			Si No			
			Si No			
			Si No			
			Si No			
			Si No			

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Key Points

- This slide explains how to record story reading results on the paper student answer sheets
- Districts using electronic versions of the MPLP will not use this form

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Now we are going to look at the Accuracy, Fluency and Comprehension Data Form. Let's take a closer look at the information that the teacher should enter for each story read.

✓ ☆ CLICK

In the first column, the administration date is entered. In the next two columns, the grade of the story and the story number are entered.

✓ ☆ CLICK

The next two columns are for accuracy. If on a two week schedule, the column on the left is completed. The teacher indicates with a YES or NO whether the student was at the Frustración level on the story. If the student is on a six week administration schedule, the proper level (IND, INST, FRU) is entered, based on the accuracy table we looked at earlier.

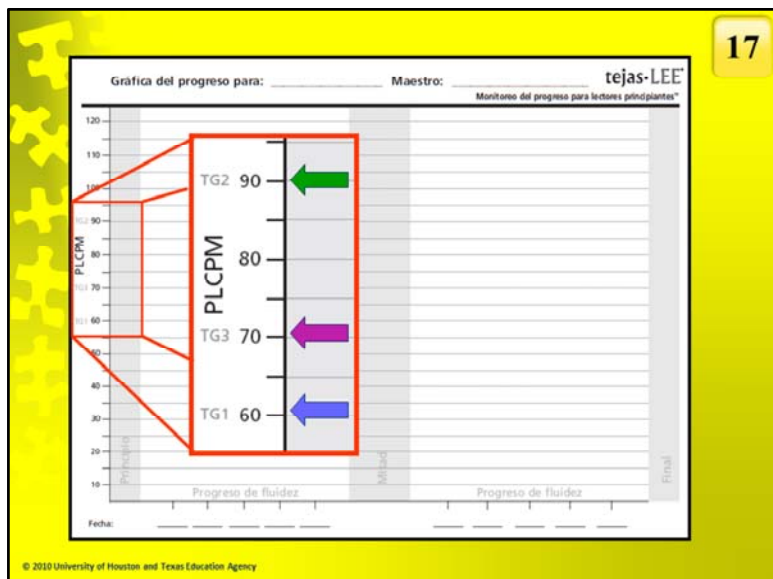
Next the fluency rate is entered. The final column is for the comprehension questions. It is only completed if a student is on the six week administration schedule.

IMPORTANT TO MENTION:

Remember that the last two columns will be left blank if a student is FRU as fluency rates should not be calculated nor should comprehension questions be asked. Instead, the student should backtrack to the previous story and a new line of student data should be entered for the second story.



Notes



Key Points

- This chart allows the teacher or student to keep track of their progress throughout the year
- On the left hand side, the end of year goals for each grade level is marked

This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

Shown above is the student progress chart, included in each Folleto. The End of year Fluency Target for each grade level is indicated on the left hand side.

✓ ☆ CLICK

This will allow the teacher to keep in mind the approximate fluency rate that a student could be expected to achieve, even when reading off grade level, or when changing grade levels if a baseline is re-established.



Notes

The arrows are presented in the color of the grade level, so that 60 PLPCM (blue) is for First Grade.

18

Plan individual del estudiante

Meta global:
Leer con exactitud, fluidez y comprensión

Metas logradas	
Exactitud	Fluidez
✓	✓

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

Exactitud de lectura

Meta: _____
(Referirse a la Guía de actividades de intervención)

Fluidez de lectura

Meta: _____
(Referirse a la Guía de actividades de intervención)

Comprensión de lectura

Meta: _____
(Referirse a la Guía de actividades de intervención)

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This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Shown here is the optional Individual Student Plan. This allows a teacher to create on-going individual student lesson plans to help them achieve goals. Each Folleto contains one such plan. These can be duplicated as necessary during the school year as student needs change or as they achieve their reading goals. Let's take a closer look.

✓ ☆ CLICK

At the top of the page, there is a box to indicate when a student has achieved their individual goals in the areas of Accuracy, Fluency and Comprehension. A deadline for achieving the goal can also be set.

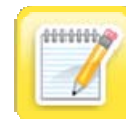
✓ ☆ CLICK

Beneath, for each area of instructional focus, there is space provided to set a specific goal and to record the strategies to be implemented to achieve the goals.



Key Points

- Individual Student Plan is an optional tool that allows teachers to set individual goals for fluency, accuracy and comprehension.
- Space is provided to check off when a goal has been reached.



Notes

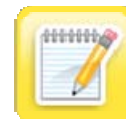


SAY:

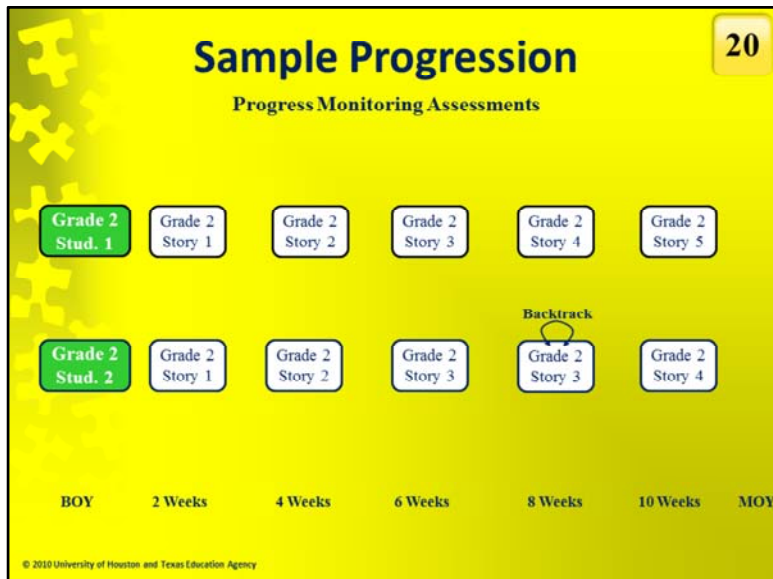
In this next section, we will look more closely at some sample student results and discuss their implications for instructions. Although we will be discussing patterns in their accuracy and fluency, please remember that fluency should always be looked at in conjunction with comprehension and not in isolation.



Key Points



Notes



This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

This Slide illustrates the Procedural Guidelines used when implementing the Tejas LEE Fluency Kit in a 2-Week Administration Cycle. We are looking at 2 second grade students, what is administered, and when. Moving up from the Timeline, let's look at Student 1, the student in the blue rectangles: Let's follow Student 1's progression across the screen. After the BOY Tejas LEE administration, at Week 2, the student read Story 1; at week 4, the student read Story 2; then Story 3; then Story 4; and then at week 10 the student read Story 5. At the MOY, the student took the MOY Tejas LEE. The student did not reach Frustrational on any of the Fluency Stories.

DO:

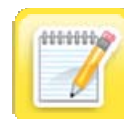
(Paraphrase)

Student 2: At week 8, the student attempted Story 4, but read at a Frustrational Level; therefore, the teacher re-administered Story 3 (✓ ☆ **CLICK** – See the Once Back Icon.) At week 10, the teacher could not re-administer Story 3 because of the “backtrack” rule. So, the teacher administered Story 4, regardless of student's Accuracy Level because of the “backtrack” rule. In other words, even if the student had been Frustrational on Story 3 at week 8, because the student had already been administered Story 3 twice, at week 10, the teacher's only option was to begin with the next story, Story 4.

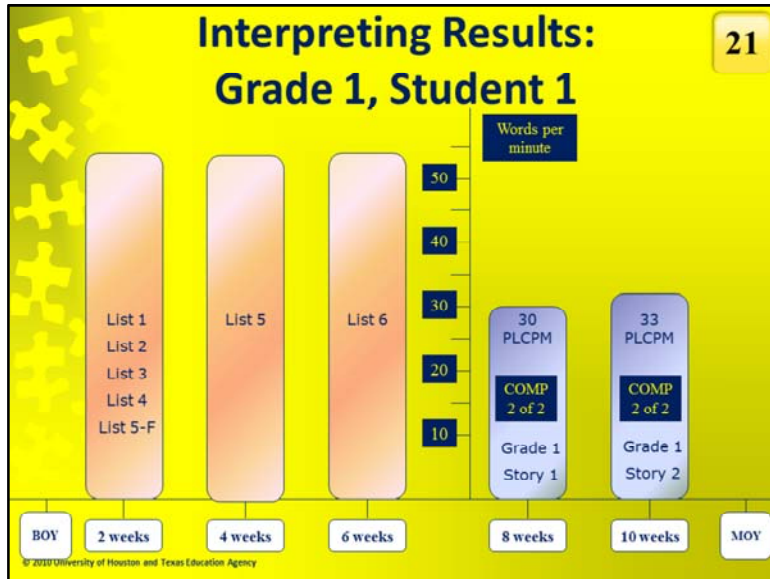


Key Points

- Student 1 is advancing normally moving through one story at each administration
- Student 2 was frustrated on Story 4 during the 8 week administration so they had to backtrack and reread Story 3 again.
- During the 10 week administration, Student 2 again attempts Story 4. Regardless of accuracy level, student will not be able to backtrack again during this administration because Story 3 has been read twice already.



Notes



DO:

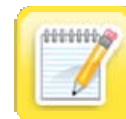
(Paraphrase this slide.)

This is an example of a first grade student on a two week administration schedule. As per the flow chart, the student began by reading Word List #1 during the first fluency administration after the BOY Tejas LEE. Student 1 was successful on Lists 1, 2, 3, and 4, but scored Frustrational on List 5. Two weeks later, the same student read List 5 successfully. During the following administration, he successfully read List 6, so during the 8th week, the student continued forward, reading Grade 1 story 1. This story was read at an instructional or independent level, so during the final fluency kit administration before MOY, the student read Grade 1 Story 2.

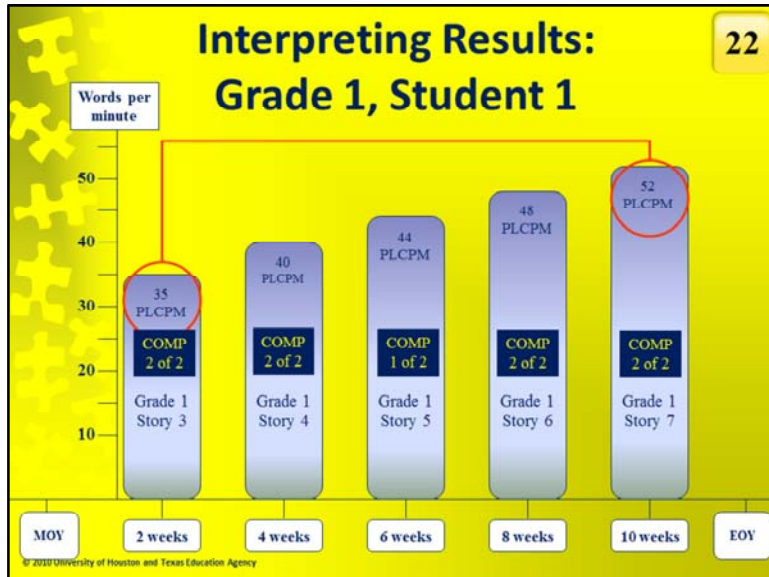


Key Points

- During the first administration, the student established baseline at Word List #5
- For the next two administrations, he/she read the remaining two word lists successfully.
- At Week 8, the student was able to read Story 1 successfully and moved to Story 2 the next administration.



Notes



This slide has three (3) ✓ ☆ CLICKS of animation.

SAY: Now let's look at more information about this first grade student. This is a continuation of the example for Student 1 from the previous slide. In order to determine whether or not Student 1 is progressing, we need three pieces of information.

What was the grade level and number of the story read?

When was it read?

How fluently was it read?

✓ ☆ **CLICK** (bring in story numbers)

In looking at Story numbers alone, we might be tempted to say that this student is doing pretty well. However, Story numbers do not provide enough information to make the assumption that Student 1 is progressing. Since the difficulty of the stories is very small, all that can be said is that slightly more difficult text is being read.

✓ ☆ **CLICK** (bring in fluency scores)

If we had only the PLCPM, we could say that Student 1 peaked at 52 PLCPM and showed increased fluency over the second half of the year. To really understand what is going on for this student, we need the whole picture.

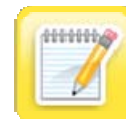
✓ ☆ **CLICK** (bring in connected red ovals)

Now that we have the whole picture, we can conclude that student 1 is showing good progress because he/she has solid comprehension and the fluency rate increases from 35 to 52. In addition, over this time period, Student 1 is also reading slightly more difficult text. Remember, however, that the differences in story difficult are narrow, so you do not want to place much emphasis on the fact that the student is reading a higher numbered story. So, increasing in story number should be considered only a very nominal sign of progress. The real information from the story itself lies in the grade level of the story being read and the fluency rates.

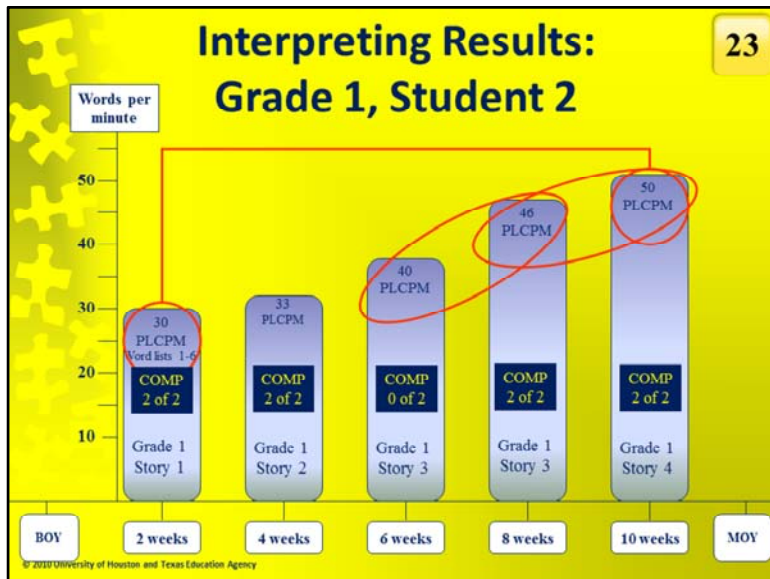


Key Points

- After MOY student continues advancing through one story at a time. The stories are at about the same level of difficulty throughout.
- We can see this student has good accuracy as he/she never reaches frustration level.
- Fluency rate increases steadily throughout the second half of the year.



Notes



This slide has five (5) ✓ ☆ CLICKS of animation.

SAY: Now let's look at more specific information about another first grade student. In order to determine whether or not Student 2 is progressing, we need three pieces of information.

What was the grade level and number of the story read?

When was it read it?

How fluently was it read?

✓ ☆ **CLICK** –(bring in story numbers)

In looking at Story numbers alone, we might be tempted to say that this student is struggling a little because while the student progressed to story 4, the student needed to repeat story 3. However, Story numbers do not provide enough information, or very strong information, to make the assumptions about Student 2's progress.

✓ ☆ **CLICK** (bring in fluency scores)

Examining words per minute shows us that Student 2 progressed from 30 words per minute to 50 words per minute over the second half of the year.

✓ ☆ **CLICK**

We would consider this student to be progressing well. Additional information can be for this student.

✓ ☆ **CLICK** (bring in first red oval)

Since the child read the same story twice, you can look at progress on the exact same text over time. As you can see here, the student's fluency increased the second time they read the story. While encouraging, the increased fluency may also be a result of repeated exposure to the story. You can also look to see if this really is the case.

✓ ☆ **CLICK** (bring in second red oval)

By comparing the fluency rates of the second reading of story 3 and the next story reading – story 4, we see that the student's fluency is still increasing. Thus, it appears that the increases seen within Story 3 were not simply due to rereading the same text. The student is still making similar progress when moving on to a new story.



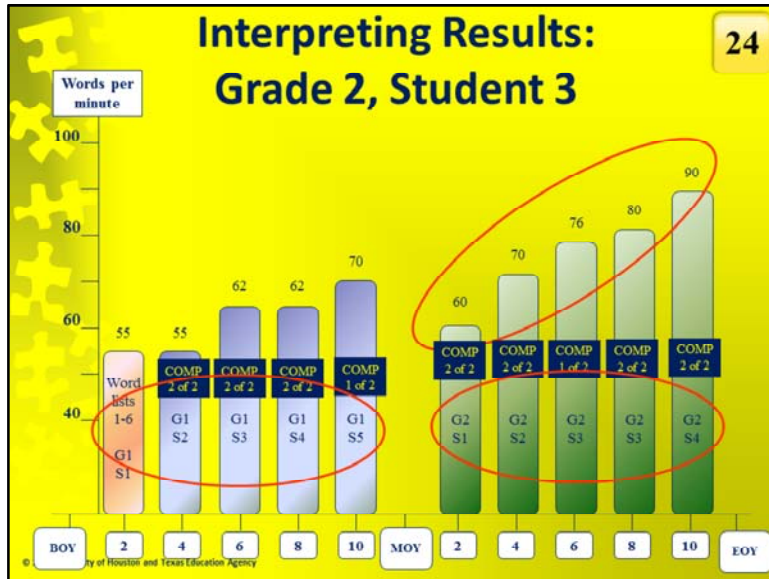
Key Points

This student:

- was able to read all word lists and Story 1 during baseline administration
- fluency has increased from 30 to 50 words per minute during this half of the year
- was frustrated on story 4 during the 8 week administration & backtracked
- fluency rate increased from 1st to 2nd administration of Story 3
- fluency rate increased again from Story 3 to Story 4, so previous increase was not just due to rereading of same story



Notes



This slide has three (3) ✓☆ CLICKS of animation.

SAY:

One more time, for evaluation of student progress, I'm going to give you the whole picture of a second grade student. Someone point out to me what's happening with this student.

✓☆ CLICK (to make red oval appear)

Notice that in the first half of the year, this student was not reading material on grade level. We need to pay attention to that as it indicates that while the student's fluency is increasing and comprehension is solid, it is with text that is below the student's grade level. This suggests that the student's decoding strategies need improvement.

✓☆ CLICK (to make red oval appear)

At the middle of the year, the baseline was re-established within the appropriate grade. Thus, the student is now reading text on grade level.

✓☆ CLICK (to make red oval appear)

The increase in fluency scores shows good gains throughout the second part of the year, with the student being on grade level in fluency at the end of the year.

DO:

(Paraphrase the following information.)

While these examples may seem a little extreme, they serve to illustrate the key points of the Progress Monitoring Kit:

1. We're monitoring **fluency** and **comprehension**.
2. We monitor these skills on a regular basis.
3. It is **ok** to read Stories on multiple occasions; it gives us an important indication of growth.
4. We need to be thorough on **how** we **look at progress** – **when, what, and how**.



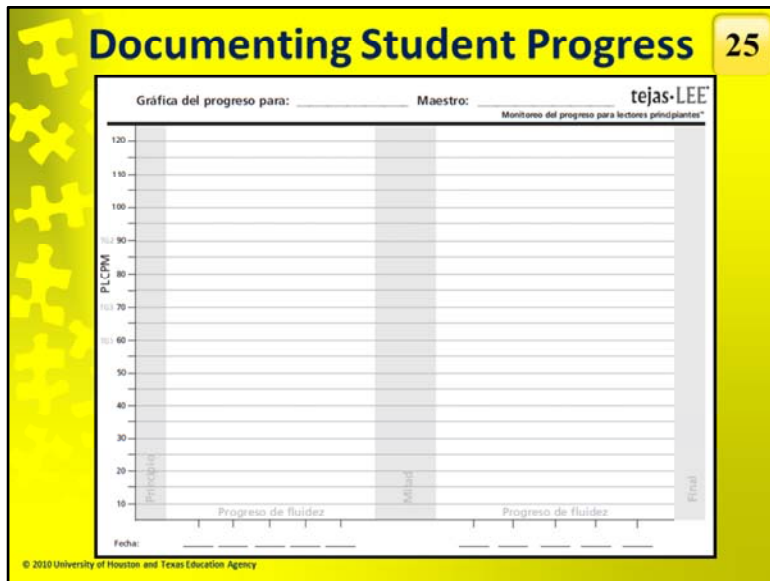
Key Points

This student:

- was off grade level the first half of the year
- was able to read through all G1 stories accurately and with increasing fluency and good comprehension
- re-established benchmark on grade level after MOY
- showed an initial dip in fluency after MOY, but this can be attributed to the increase in text difficulty
- showed steady increase in fluency and solid comprehension during second half of the year
- was able to hit target goal of 90 words per minute by EOY.



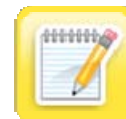
Notes



Key Points

SAY:

There is a fluency graph included with every student record booklet so that you can track your students' progress as shown in the previous slides.

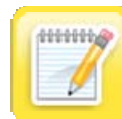


Notes

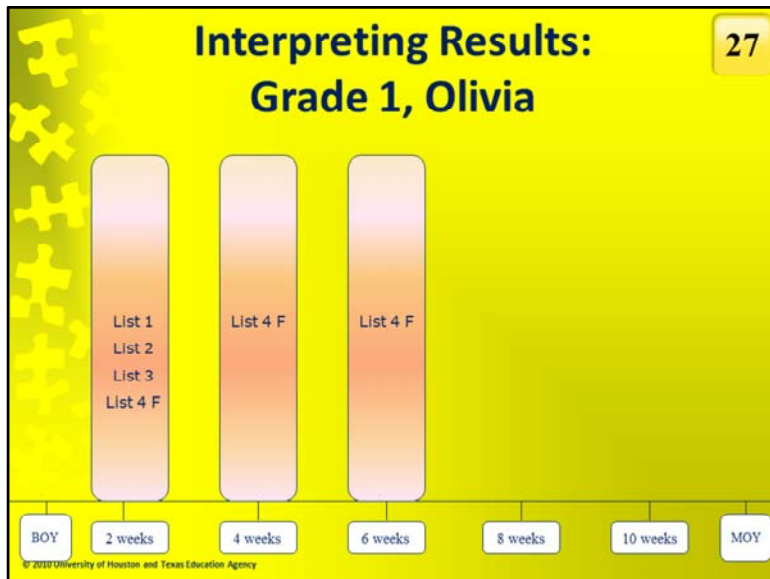
Implications for Instruction



Key Points



Notes



SAY:

Olivia is a first grade student who is showing difficulty with Word List #4.

In order to help Olivia, the classroom teacher should refer back to the BOY Tejas LEE results (specifically Section 7, Reconocimiento de las palabras) to see what information can be gleaned to assist Olivia. This information should be compared to word list 3. This information is provided on the next slides.



Key Points

This student:

- is having difficulty with Word List #4.

The teacher should:

- refer to Tejas LEE Section 7 (Reconocimiento de las palabras) for further information



Notes

MPLP results for Olivia Word List #4

Número 4			
Palabras	Primera administración (0, 1)	Segunda administración (0, 1)	
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
Fechas:	9 /11	A0	/ /

28

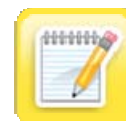
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Key Points

DO:

If time permits, have participants analyze the word reading results word-by-word, looking for patterns in the errors committed.



Notes

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Tejas LEE results for Olivia Section 7

Sección 7 Reconocimiento de las palabras			
Palabras	Principio Puntos (0, 1)	Medio Puntos (0, 1)	Final Puntos (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 posibles)	8		

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

D 13-15	D 13-15	D 13-15
NE 5-12	NE 9-12	
NI 0-4	NI 0-8	NI 0-12

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

[Continúe con la Sección 8](#)

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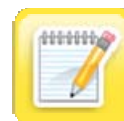
Key Points

DO:

If time permits, have participants analyze the word reading results word-by-word, looking for patterns in the errors committed. Also, have them compare the Tejas LEE benchmark results to Word List #4 on the previous slide.

SAY:

If after analyzing G1: Section 7 the teacher still requires additional information, he/she may also choose to administer Kindergarten: Sections 1 and 2 (Letter Names and Sounds).



Notes

Implications for Instruction

30

- ✓ 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.

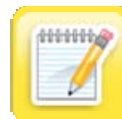
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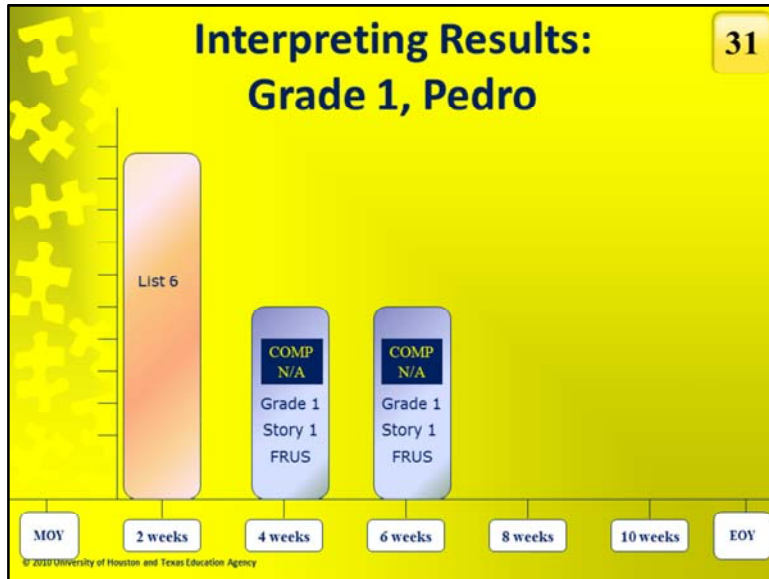
Read/review slide.



Key Points



Notes



SAY:

In this example, Pedro was unable to establish baseline after the MOY administration and, following the MPLP branching rules, went back to Word List 6, which he read successfully. During the next two progress monitoring sessions, Pedro was Frustrated on Story 1 both times.

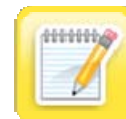
This suggests a different type of reading difficulty. Take a few minutes to analyze Pedro's MPLP results with your neighbor doing a THINK TURN TALK.




Key Points

This student:

- was unable to re-establish baseline after BOY and continued where he left off at Word List #6
- has been unable to read Story 1 successfully




Notes




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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Key Points

DO:

Have teachers “Think, Turn and Talk” with a partner about the following questions:

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



Remind participants there is a box in their handout for them to use to take notes from their conversation.

After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.



Notes

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

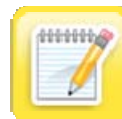
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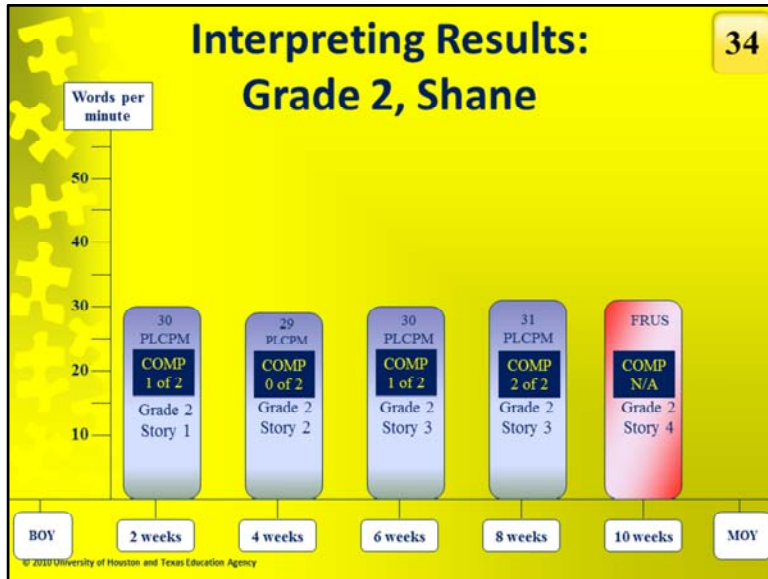
Read/review slide.



Key Points



Notes



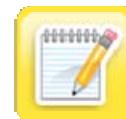
DO:
Explain slide.




Key Points

This student:

- was frustrated on Story 4 during the 8 week administration and had to backtrack to Story 3
- was again unable to read Story 4 successfully at the 10 week administration but cannot backtrack again since Story 3 has already been read twice.




Notes




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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Key Points

DO:

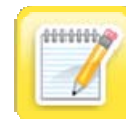
Have teachers “Think, Turn and Talk” with a partner about the following questions:

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

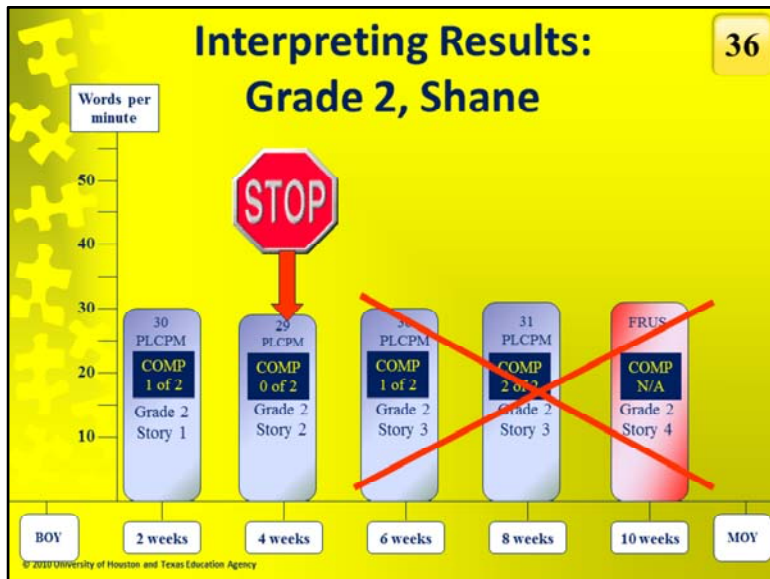


Remind participants there is a box in their handout for them to use to take notes from their conversation.

After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.



Notes



SAY:

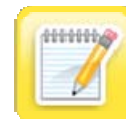
Here, Shane's teacher progress monitored throughout the fall but did not adjust Shane's instruction based on his MPLP results. When Shane stagnated at week 4, the teacher should have stopped and analyzed how to better help him improve his fluency and his difficulty comprehending on-grade level text. By waiting until MOY, the teacher missed an opportunity to make more timely adjustments.



Key Points

The teacher should have:

- addressed the lack of fluency growth and poor comprehension after the Week 4 administration.



Notes

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.

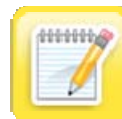
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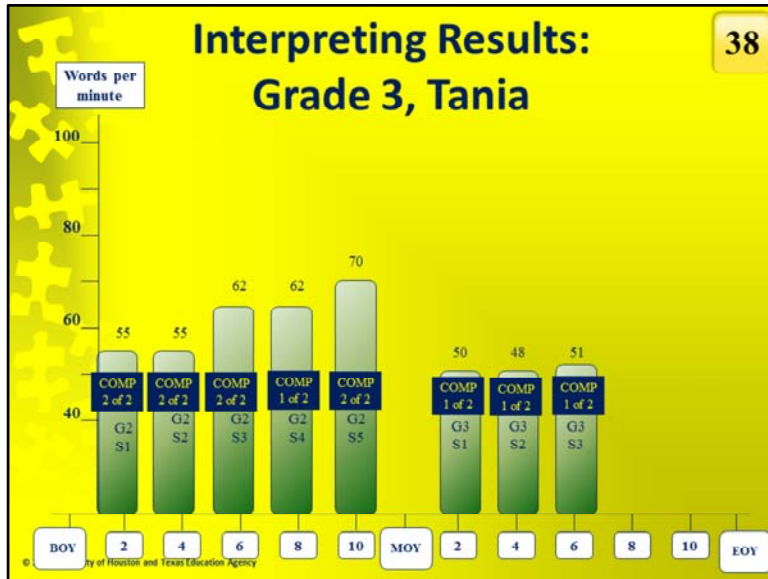
Read/review slide.



Key Points



Notes



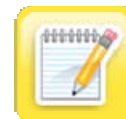
DO:
Explain slide.



Key Points


This student:

- established an off-grade level baseline at BOY.
- was able to accurately read all G1 stories administered
- successfully re-established on grade level baseline after MOY.



Notes


Think Turn Talk Activity 39



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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DO:

Have teachers “Think, Turn and Talk” with a partner about what are Tania’s challenges are and to come up with some ideas on how to inform her instruction.



Remind participants there is a box in their handout for them to use to take notes from their conversation.

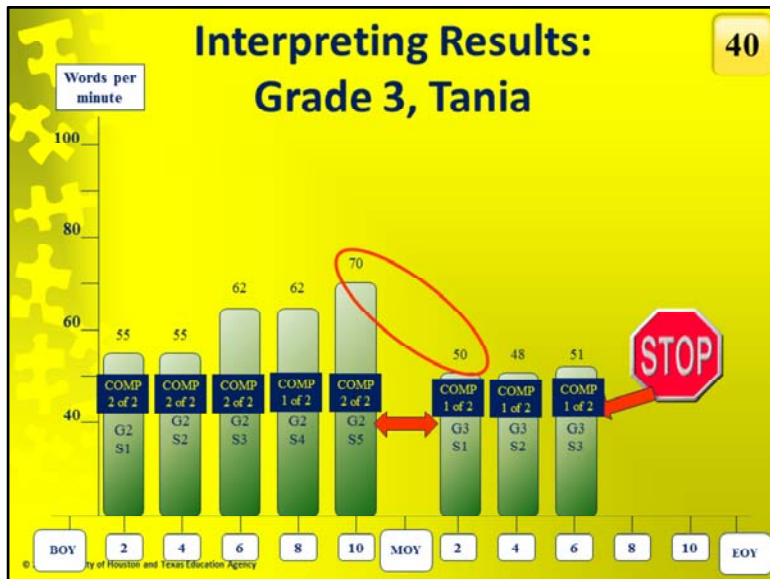
After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.



Key Points



Notes



SAY:

In our final example, a third grade student, Tania, is unable to establish baseline on grade level during the fall semester, but is successful with Grade 2 Story 1. She shows continuing progress throughout the fall semester, reaching 70 plcpm by the MOY administration.

After MOY, Tania is able to re-establish baseline on grade level, however, as you can see, her fluency drops from 70 to 50 words per minute. During the two subsequent administrations, Tania's fluency rate holds steady around 50 words per minute, but does not grow. Her comprehension also weakens with the change to 3rd grade text. At week 6, Tania's teacher stops to re-evaluate.



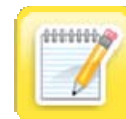
Key Points

This student:

- had a large drop in fluency when going from G1 to G2 stories
- is reading the G2 stories accurately but is not showing growth in fluency

The teacher should:

- stop to re-evaluate fluency instruction after Week 6 administration



Notes

How did you do?

41

- ✓ 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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Key Points

DO:

Paraphrase this slide.

SAY:

Another important point is that there are many differences between first and second grade Tejas MPLP stories compared to third grade. The next slide will discuss those differences.



Notes

Thoughts to keep in mind about the Third Grade MPLP Stories 42

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

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DO:

Read/review slide.



Key Points



Notes

Questions and Answers

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For further information, you can contact us:

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or visit our website:

www.tejaslee.org

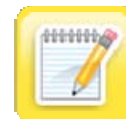


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Key Points

DO:
Read/review slide.



Notes