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Contents of this Module 3

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

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What Comes in the MPLP Kit? 4

Each MPLP Kit Includes:

Guía de administración
(Teacher Guide)

Cuaderno de lecturas
(Student Story Booklet)

Available for purchase
separately:

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



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Components of MPLP 5

Exactitud, fluidez y comprensión de lectura:

- Reading Accuracy and Fluency Stories
- Reading Comprehension Questions

Reconocimiento de las palabras:

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

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The MPLP measures progress in:

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

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Structure of the MPLP

12 Stories per grade level

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

6 Word Lists (First Grade ONLY)

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

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General Guidelines

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

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Administering the MPLP

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2 Week Administration Cycle ONLY

6 Week Administration Cycle ONLY

Both 2 Week and 6 Week Administration Cycle



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Two and Six Week Administration Schedule

C1

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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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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.

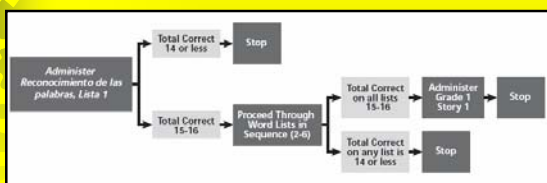
The purpose of the **Baseline Administration** is to establish a starting point for progress monitoring for the semester or school year.

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First Grade Baseline Administration

C4

(Two Week Administration Schedule)



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

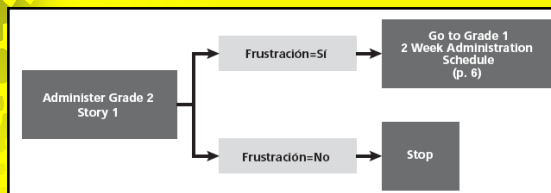
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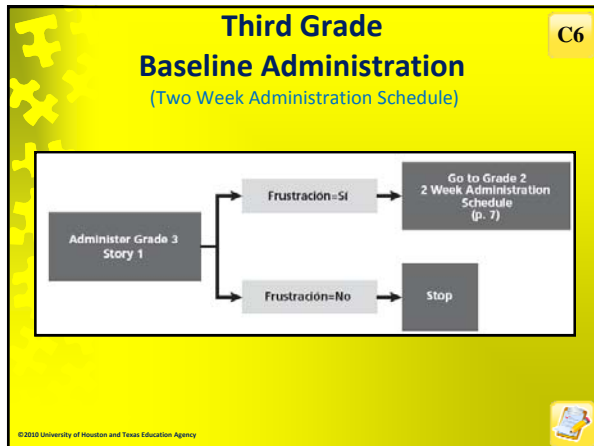
Second Grade Baseline Administration

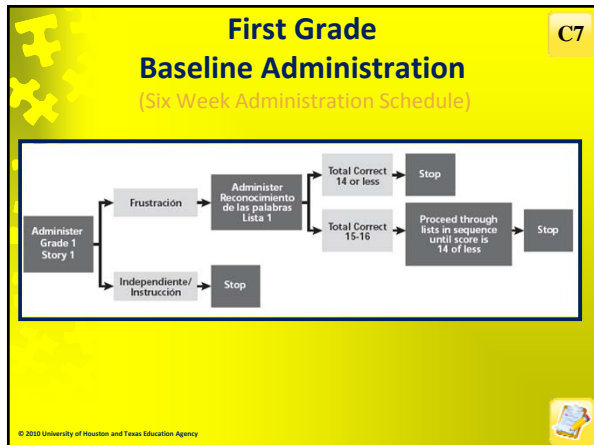
C5

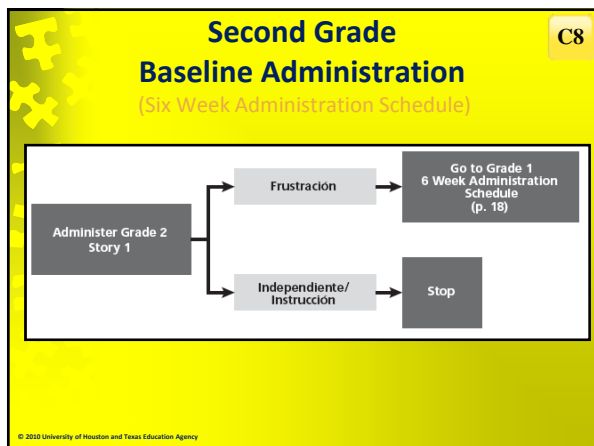
(Two Week Administration Schedule)

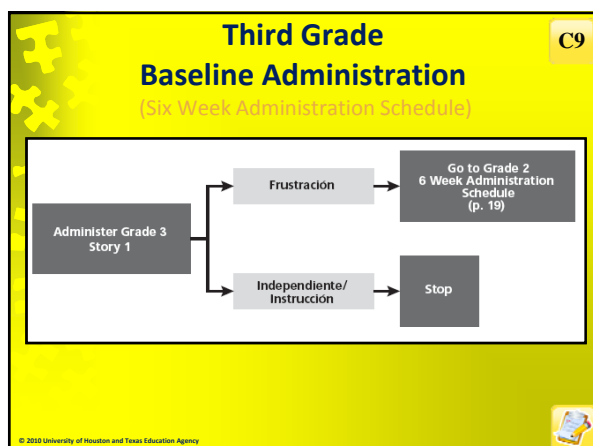


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Baseline Assessment Summary
(Two Week Administration Schedule)

C10

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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Baseline Assessment Summary
(Six Week Administration Schedule)

C11

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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Story Overview C12

<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 	<ul style="list-style-type: none"> Students are timed as they read the ENTIRE SELECTION
<ul style="list-style-type: none"> Students answer TWO GENERAL comprehension questions 	<ul style="list-style-type: none"> Students answer SIX story specific comprehension questions
<ul style="list-style-type: none"> 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 accuracy rate can be: <i>Nivel independiente</i>, <i>Nivel de instrucción</i>, or <i>Nivel de frustración</i>

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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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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 	<ul style="list-style-type: none"> Students start reading the word lists ONLY IF UNSUCCESSFUL with G1 S1 and start with Word List #1
<ul style="list-style-type: none"> Students continue to read the word lists until they score FRU 	<ul style="list-style-type: none"> Students continue to read the word lists until they score FRU
<ul style="list-style-type: none"> 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"> 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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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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Non-Baseline Administrations

C16

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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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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

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Word Lists

C19

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

Te voy a mostrar unas palabras y quiero que las lees en voz alta. Si no sabes alguna palabra, trata de decir lo mejor que puedas. ¿Qué dice aquí?

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

Reconocimiento de las palabras

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

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Reconocimiento de las palabras

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

Número 1

Palabras	Primera administración (0, 1)	Segunda administración (0, 1)
1. ti		
2. no		

15. ya		
16. le		
Total número 1:		
¿Frustración? (14 o menos)		
	Sí	No
	Sí	No
Fecha:		

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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	=	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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C25

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

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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		
Primera	146	-	7	=		÷	211 x 60 =		
Segunda	146	-		=		÷	x 60 =		

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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 = 90
Segunda	146	-	=	139 + 211 x 60 = 39.52	
Rounded to 40					

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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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C29

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
1. ¿Qué dice Andy de su maestra?		2. ¿Quién vino a tocar la puerta de la clase?		Total Exp	
Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.		El conductor del autobús, Don Samuel. Se requiere una sola respuesta.			
2. ¿Cómo se llama la maestra de Andy?		3. ¿Qué fue el chofer del autobús al salir de entregar la tarea de Andy?		Total Exp	
Señorita Susana.					
		Total correctas			

Comprehension Six Week Schedule

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C30

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

**Comprehension
Six Week Schedule**

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Backtracking

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

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

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

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Re-Establishing Baselines

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

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Re-Establishing Baselines

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

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Documenting Student Progress

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Word Lists 15

Monitoreo del progreso para lectores principiantes™
Primer grado
Formulario de datos del reconocimiento de las palabras

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

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

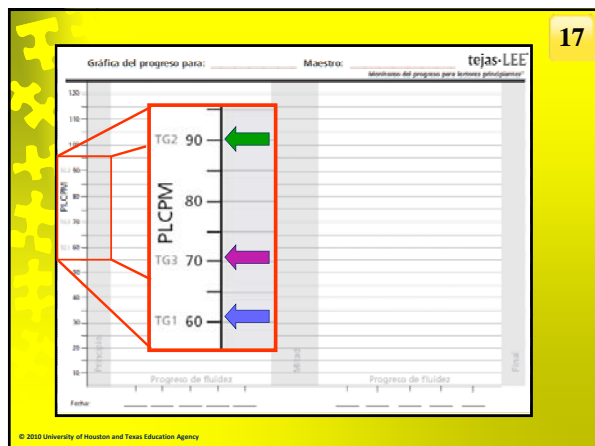
Story Reading 16

**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: _____

Grado del cuento	Número del Cuento	Exactitud de lectura		Proporción de la fluidez (PLCPM)	Preguntas de comprensión (5 semanas)
		2 semanas (Fue?/No)	6 semanas (Fue?/No)		
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			
		Si No			



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Plan individual del estudiante

Meta global:
Leer con exactitud, fluidez y comprensión

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

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

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

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

Plan individual del estudiante

Meta global:
Leer con exactitud, fluidez y comprensión

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

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

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Interpreting and Planning

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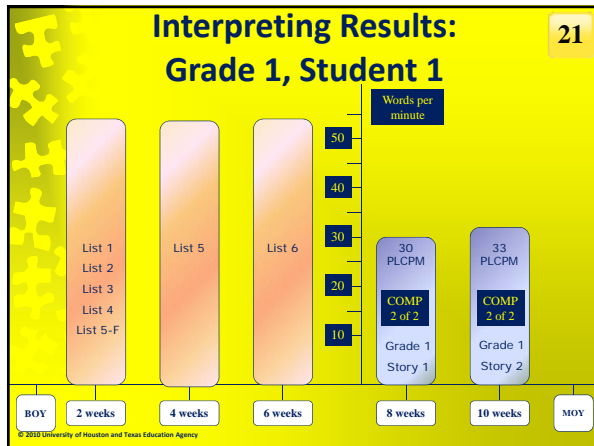
20

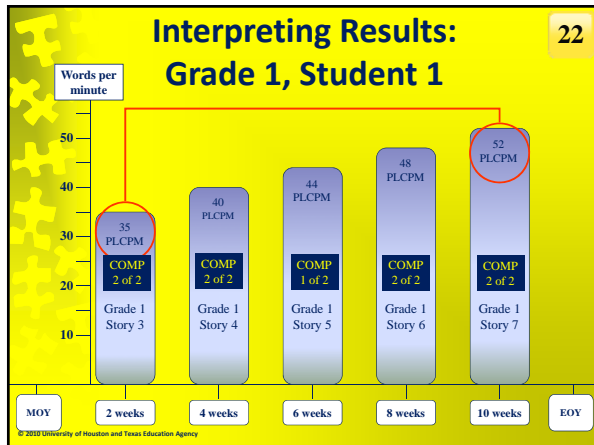
Sample Progression
Progress Monitoring Assessments

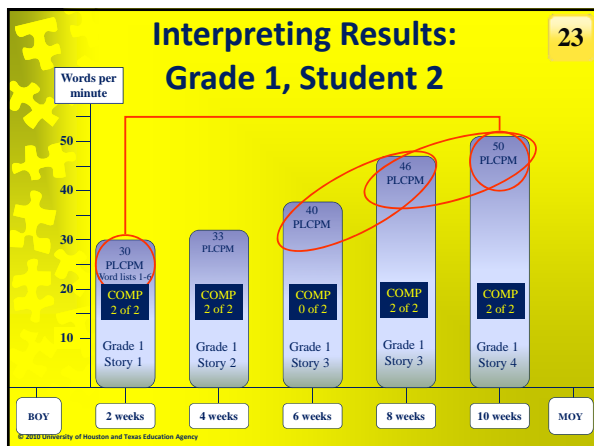
Grade 2 Stud. 1	Grade 2 Story 1	Grade 2 Story 2	Grade 2 Story 3	Grade 2 Story 4	Grade 2 Story 5
			Backtrack		
Grade 2 Stud. 2	Grade 2 Story 1	Grade 2 Story 2	Grade 2 Story 3	Grade 2 Story 4	Grade 2 Story 5

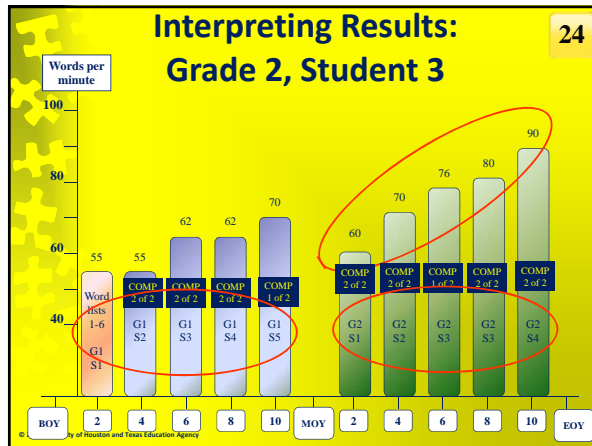
BOY 2 Weeks 4 Weeks 6 Weeks 8 Weeks 10 Weeks MOY

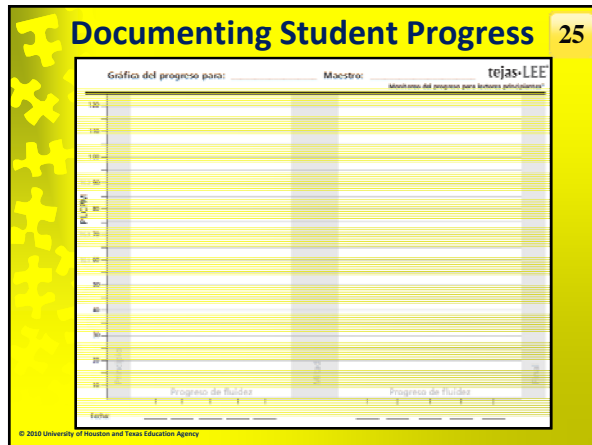
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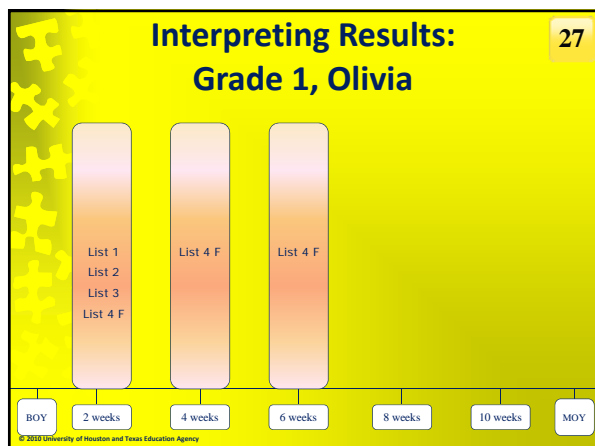




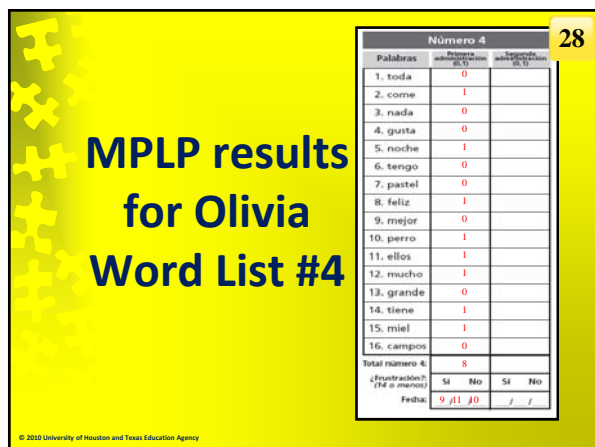




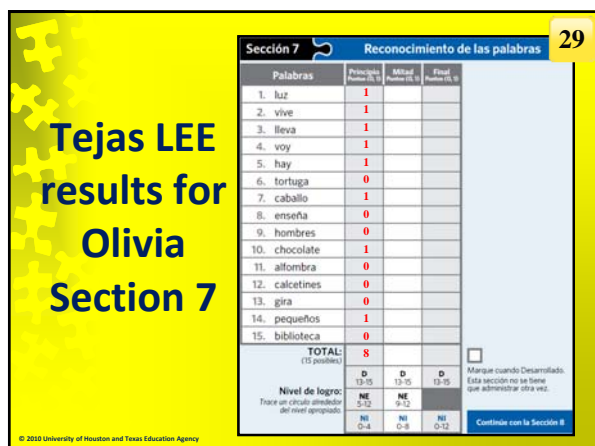




27



28



29

Implications for Instruction

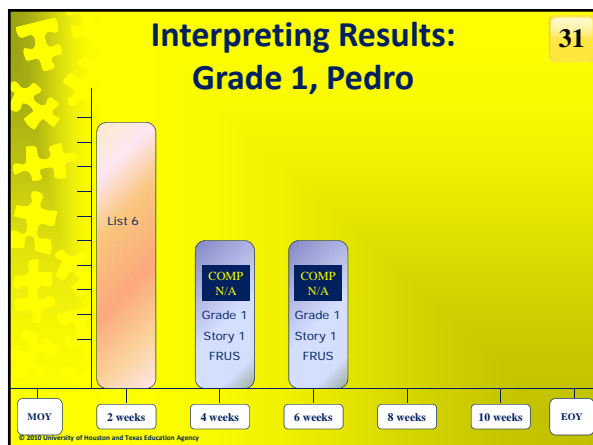
30

- ✓ 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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Interpreting Results: Grade 1, Pedro

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Think Turn Talk Activity

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Analyze this scenario

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

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How did you do?

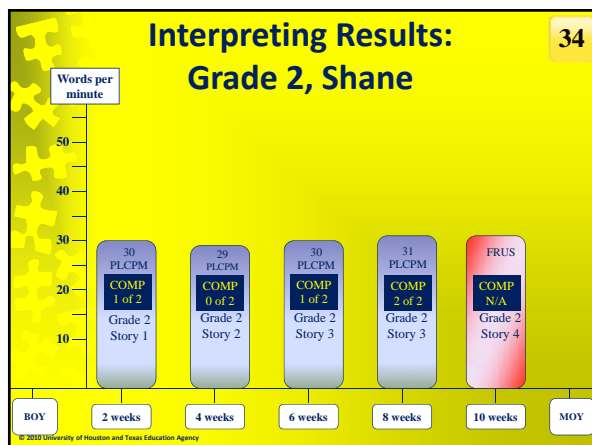
33

- ✓ 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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Interpreting Results: Grade 2, Shane

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Think Turn Talk Activity

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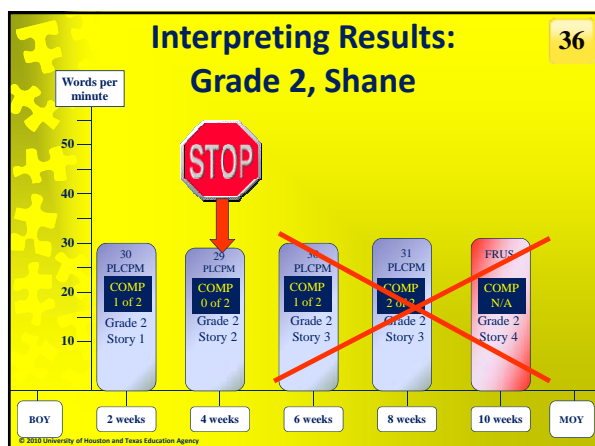


Analyze this scenario

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

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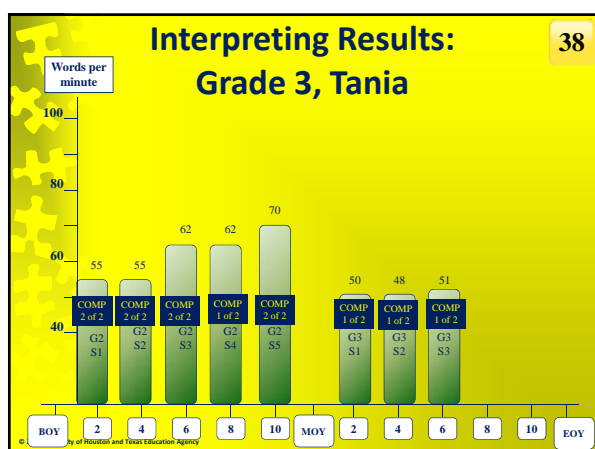





How did you do?

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

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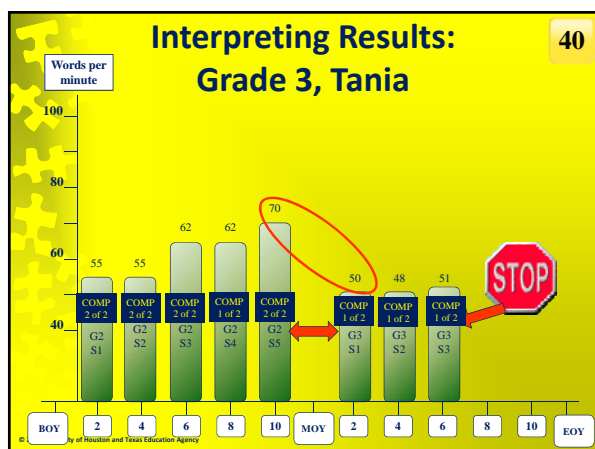
Think Turn Talk Activity 39



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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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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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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Questions and Answers 43

For further information, you can contact us:

tejaslee.info@times.uh.edu

or visit our website:

www.tejaslee.org



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