



= Main Idea



=Key Points



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=Review



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## Participant Packet

### Monitoreo del progreso para lectores principiantes (MPLP)

#### *Slide 6: Monitoreo del progreso para lectores principiantes*



The MPLP measures student progress in which three areas of reading?

- 1.
- 2.
- 3.

#### *Slide 7: Structure of the MPLP*



Complete the following paragraph with the correct answers from below.

The MPLP has \_\_\_\_\_ stories at each grade level. The stories are \_\_\_\_\_. There are also word lists on the \_\_\_\_\_ grade MPLP. Each word list is \_\_\_\_\_. The MPLP has \_\_\_\_\_ administration schedules—a two week and a \_\_\_\_\_ week schedule.

two

first

progressively more difficult

twelve

six

approximately the same level of difficulty



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### Slide 9: **Determining the Appropriate Administration Schedule**



Depending on your district, you may use the MPLP for one or both of our administration schedules. Keep in mind the following:

- You may progress monitor part or all of your class.
- The Two Week Administration Schedule is designed for close monitoring of struggling readers.
- The Six Week Administration Schedule is designed for less frequent monitoring of average and above average readers.

### Slide B-3: **Six Week Schedule: The First Grade Baseline Administration**



*The first administration is the baseline administration. Look at the flowchart on the screen and mark TRUE or FALSE for each of the following sentences for First Grade students on the two week administration schedule.*

- |   |      |       |
|---|------|-------|
| 1. First grade students begin by reading Word List #1.  | TRUE | FALSE |
| 2. The baseline is established if a student reads Story 1 successfully or scores 14 or less on any word list.                             | TRUE | FALSE |
| 3. Students will read all six word lists during the baseline administration.  | TRUE | FALSE |
| 4. If a student cannot read story 1 successfully, they should attempt Word List # 1 and progress through the word lists until frustrated. | TRUE | FALSE |



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*Slide B-5: **Six Week Schedule: Baseline Administration***



REMEMBER: If a student is unable to read story 1 of their grade level, it is recommended you consider a two week administration schedule for this student. The six week administration schedule is recommended for average and above average readers. Struggling readers need closer monitoring.

*Slide B-7: **Six Week Story Overview***



Fill in the following from the answer choices below:

Students are timed as they read the \_\_\_\_\_ story.

Students answer \_\_\_\_\_ story specific comprehension questions.

There are \_\_\_\_\_ accuracy levels: Nivel independiente, Nivel de instrucción, and Nivel de frustración.

six

entire

three

*Slide B-10: **Six Week Schedule: Non-baseline Administration Overview***



Non-baseline administrations occur every two weeks.

Students progress through the stories or word lists one at a time.



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**Slide B-18: Six Week Schedule: Determining Accuracy and Fluency**

6 semanas		Exactitud de lectura			Tiempo			
Administración	0-20 errores	21-47 errores	48 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	396	-		=		÷		x 60 =
Segunda	396	-		=		÷		x 60 =

Practice determining the accuracy and fluency of the six week administration schedule. Complete the table above using the following two examples.

PRIMERA: Tomás read “Rescate” in 5 minutes 15 seconds. He made 32 errors in the reading.

SEGUNDA: After backtracking, Tomás re-read “Rescate”, this time it took him 4 minutes, 54 seconds. He made 19 errors during the second reading.

**Slides 10-11: Practicing Backtracking**

For each of the following scenarios, decide what the teacher should do and how the assessment should be scored.

Student 1: If this student is FRU on story 4, what should happen?

Grade 2  
Story 1Grade 2  
Story 2Grade 2  
Story 3Grade 2  
Story 3Grade 2  
Story ??

Student 2: If this student is FRU on story 7, what should happen?

Grade 3  
Story 4Grade 3  
Story 5Grade 3  
Story 5Grade 3  
Story 6Grade 3  
Story ??



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### Slide 13: **Reestablishing Baselines after MOY**



*Second and third grade students who are reading off grade level and first grade students reading the word lists will attempt to reestablish a baseline in the first MPLP administration after MOY*

*If they are successful, they continue forward from their new baseline. If not, continue to progress monitor from the point where they left off before MOY.*

### Slide 32: **Think, Turn and Talk**



**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?

### Slide 35: **Think, Turn and Talk**



**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.



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*Slide 39: **Think, Turn and Talk***



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

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