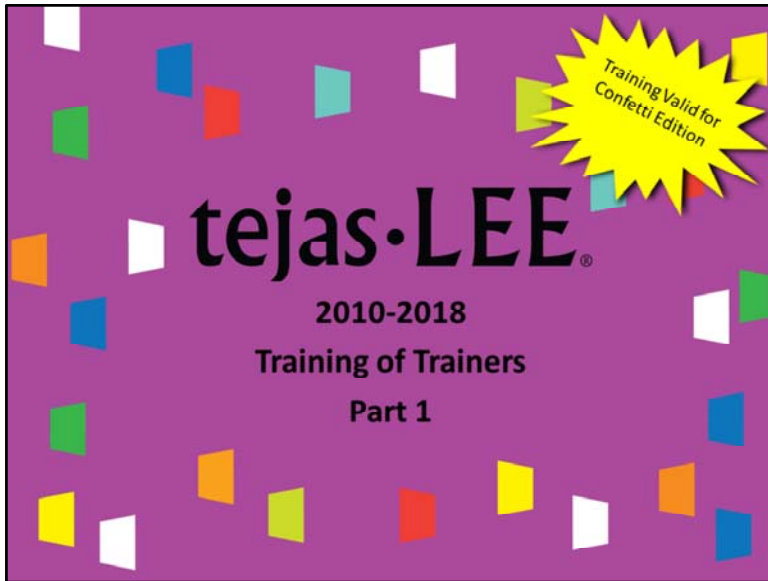


## Key Points



## Notes



## Key Points



## Notes

## Copyright Notification

2

The materials in this presentation and in your binder are to be used only for the Trainer of Trainers to facilitate presentation training.

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## Key Points



## Notes



## The Tejas LEE

3

- Research-based Spanish reading instrument
- Diagnostic tool
- Administered in grades K-3
- Early identification of reading difficulties
- Match educational resources
- Drive and differentiate instruction
- Observe and record performance

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## Key Points

### DO:

Read/review slide.

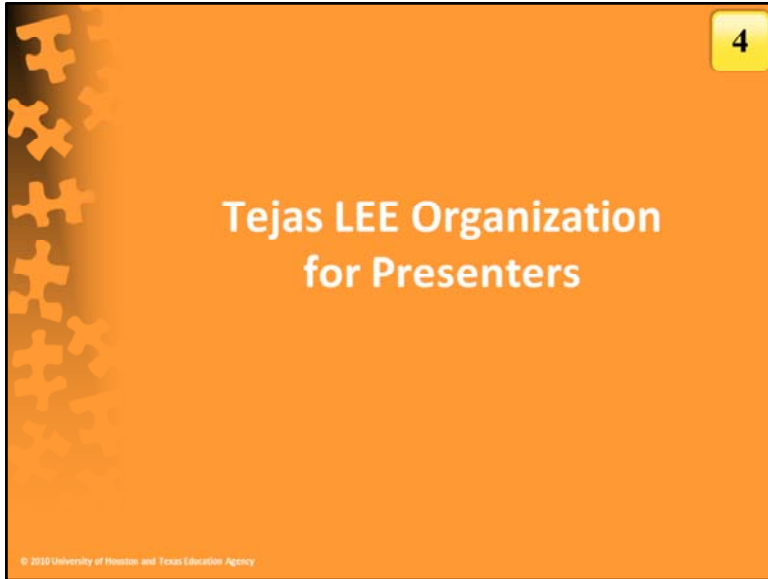
### SAY:

*It is NOT designed for and is not intended to be used to evaluate teacher performance or as a tool for teacher accountability.*



## Notes






## Key Points



## Notes



## Downloads

5

- TOT participants will download training materials from the Tejas LEE website

<http://www.tejaslee.org/Resources/trainer.html>

- Most presentations and support documents will be posted on this site

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**DO:**

Read/review slide.

**SAY:**

*The trainer resources page has the Tejas LEE TOT training available for you should you need to train additional trainers for your district. It also has many of the modules we have developed to train the teachers in your district or Region.*

*If you are looking for a particular module and you cannot find it on the Tejas LEE website, feel free to contact a member of the Tejas LEE team. You can reach the Tejas LEE team at [tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu)*



## Key Points

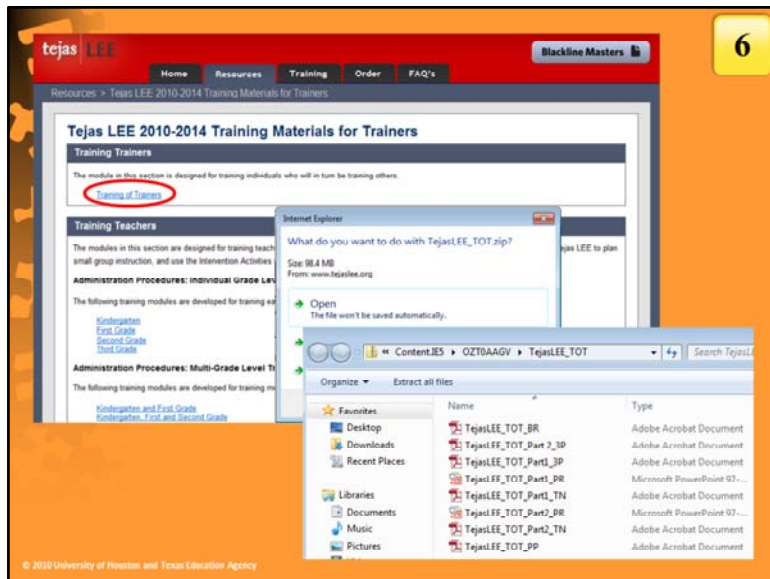
- Tejas LEE training materials are available for download for you on the Tejas LEE website.
- If a training is not on the website, email Tejas LEE at [tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu)



## Notes



## Key Points



This slide has 2 ✓ ☆ CLICKS of animation.

### SAY:

*Shown here is a screen shot of part of the Tejas LEE Trainer Resource page the available trainings are shown in blue hyperlinks. When you click on one, you will be shown the following screen:*

✓ ☆ CLICK

*Save the presentation onto your computer. Once you open the zip file,*

✓ ☆ CLICK

*you will see a list of the files for that training. The two digit abbreviation at the end of each file name tells you what type of document it is. The abbreviations are:*

*TN—Trainer notes: the notes for you to turn around the training for your district*

*PR—The PowerPoint presentation of the module*

*PP—Participant Packet: Your participants can use this to follow along with the training (make one set for each participant)*

*3P—The traditional 3 to a page participant materials*

*(OPTIONAL—one needed per participant)*

*Some presentations have additional materials:*

*BR—Binder (to create the TOT binder you have in front of you)*

*AM—Ancillary materials needed for some of the trainings*



## Notes



## Updates

7

- Trainings will be updated throughout the 2010-2018 adoption of the Tejas LEE
- Check our website regularly for updated presentations

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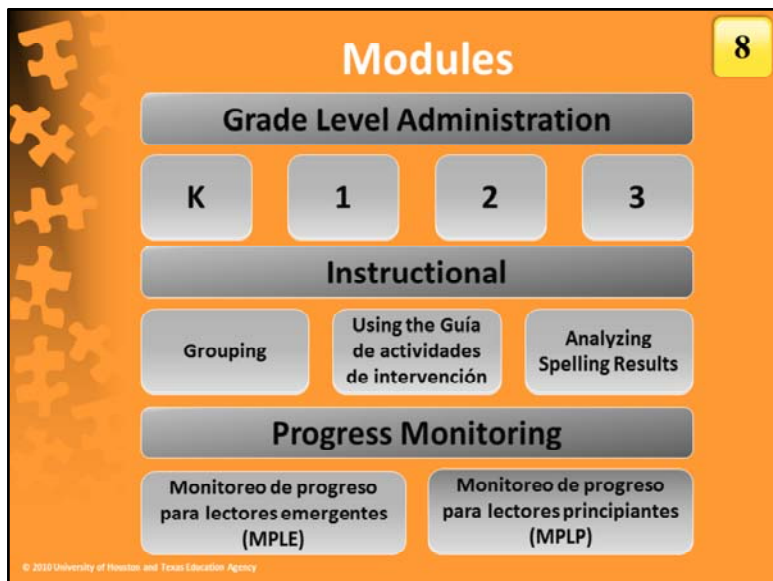
**DO:**  
Read/review slide.



## Key Points



## Notes



## Key Points

### SAY:

*On this slide, we have listed the main modules that we have created to support the 2010-2018 version of the Tejas LEE.*


*In addition, we've created a Tejas LEE "Experienced User" follow-up training for teachers who have been trained on the new version as well as a "Response to Intervention (RtI) Module".*

*Also new are the School/District Data Analysis Module and the IAG Make and Take Modules. These will soon be posted on our website, [www.tejaslee.org](http://www.tejaslee.org).*

*However, if you do not find them there, please email Ken Nieser ([ken.nieser@times.uh.edu](mailto:ken.nieser@times.uh.edu)) or Griselda Barcenas ([griselda.barcenas@times.uh.edu](mailto:griselda.barcenas@times.uh.edu)) to request a copy of these trainings. You can also send the request to [tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu).*



## Notes



## Modules

9

Multi-grade Proper Administration Modules are also available for download.

- K-1
- 1-2
- 2-3
- K-1-2
- K-1-2-3

Individual Grade Grouping Modules are available for K, 1, 2 and 3.

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## Key Points



## Notes

### DO:

Read/review slide.



## Pacing Guidelines

10

- Target time is 45 minutes
- Actual training time will vary
- Allow more time for new teachers
- Training may be delivered in more than one session

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**DO:**  
Read/review slide.



## Key Points



## Notes

## TEA Recommends:

11

All teachers using the Tejas LEE assessments receive training in AT LEAST the following 3 modules:

- Proper Administration (for their grade level[s])
- Using Results to Group Students and Inform Instruction
- Using the Intervention Activities Guide

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**DO:**

Paraphrase slide.

**SAY:**

*As you saw on the previous slides, you have a number of options available to you for to present the proper administration procedures. You can do grade level specific trainings or combinations of grade levels.*

*The grouping module is also available both as a multi-grade (K-3) training and as individual grade modules.*

*The Intervention Activities Guide module is NOT grade level specific.*

*The Spelling Module is designed for item level analysis for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade. First grade teachers would NOT need this module until the Middle of Year administration.*




## Key Points

- TEA recommends that all teachers using Tejas LEE receive AT LEAST three training modules:
  1. Proper Administration Procedures
  2. Grouping
  3. Using the Intervention Activities Guide
- The Proper Administration and Grouping trainings are available both in multi-grade and individual grade formats
- The Spelling module is highly recommended for G1, G2 and G3 teachers



## Notes





## Training Materials

12

The following is available on the Tejas LEE website for participants completing the TOT:

- Full PowerPoint Show Presentations
- Trainer notes
- Participant Handouts
- Three to a Page note pages

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## Key Points

### DO:


Read/review slide.

### SAY:

*We have made slight updates to the TOT presentation this year, so for the latest version please email Ken Nieser ([ken.nieser@times.uh.edu](mailto:ken.nieser@times.uh.edu)) or Griselda Barcenas ([griselda.barcenas@times.uh.edu](mailto:griselda.barcenas@times.uh.edu)).*



## Notes




# Trainer Notes

Tejas LEE  
trainer notes  
have a user-  
friendly look  
and  
organization.

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SLIDE 27



This slide has 2 ✓ ⚡ CLICKS of animation.

**DO:**  
Draw participants' attention to the **INSTRUCCIONES** section.

✓ ⚡ CLICK

**SAR:**  
The first task on the Tejas LEE First Grade is initial Sound Identification. All tasks on the First Grade Tejas LEE are phoneme level tasks. This is because by First Grade, the best predictor of student reading performance is their ability to manipulate phonemes, rather than syllables. Remember that when you see a letter between two slash marks (show an example on the slide), you should say the letter sound to your students, NOT THE LETTER NAME.

**DO:**  
Either read or have a participant read through the bolded, italic text on this slide. If time permits, allow participants to practice.


✓ ⚡ CLICK

**SAR:**  
Note that there is no performance level for Section 2. This section is scored together with Section 2. Go on to Section 2 after completing this part.

13

## Key Points

- Students must identify the initial sound in a word.
- Remember, when a letter appears between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.
- After completing this section, move to section 2 as the scores from both sections will be combined to determine final score and performance level.

 Notes



## Key Points

**DO:**  
Read/review slide.



## Notes



**15**

**SLIDE 27**

**A Key Points section puts the critical information for each slide at your fingertips.**

**Room is left for you to take additional notes on each slide.**

**Key Points**

- Students must identify the initial sound in a word.
- Remember, when a letter appears between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.
- After completing this section, move to section 2 as the scores from both sections will be combined to determine final score and performance level.

**Notes**

This slide has 2 ✓ ✨ CLICKS of animation.

**DO:**  
Draw participants' attention to the *instructions* section.

✓ ✨ CLICK

**SAR:**  
The first task on the *Begin LEE First Grade* is initial Sound Identification. All tasks on the *First Grade Tapes LEE* are phoneme level tasks. This is because by *First Grade*, the best predictor of student reading performance is their ability to manipulate phonemes, rather than syllables. Remember that when you see a /m/ or /n/ you should say the letter sound, not the letter name.

**DO:**  
Either read or have a participant read through the **bolded, italic** (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ✨ CLICK

**SAR:**  
Note that there is no performance level for Section 2. This section is scored together with Section 2. Go on to Section 2 after completing this part.

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## Key Points

**DO:**  
Read/review slide.



## Notes



## Key Points

### SAY:

*The icons show above are used throughout the Tejas LEE training modules. Most of these icons are self-explanatory. However, let's go over these quickly so you know what to expect when you encounter these in your notes.*

### DO:

Walk participants through each icon. Answer questions and add explanation as necessary. Be certain to touch on the following additional information on these icons:

Additional Information for Presenter: On some slides, additional information is presented for you. Presenters may choose whether to share this information during trainings. This information is often useful in answering questions participants may have about the Tejas LEE or Spanish reading.

Notes for Presenter: These notes are here to help your training go more smoothly. Hints about training logistics or useful ways to conduct certain aspects of the Tejas LEE training will be found here.


Handout: This icon indicates to you that participants will need to reference a document in their handouts.

Discuss: This indicates a chance for active involvement for your participants through Think-Turn-Talk (also known as Think-Pair-Share).

Page from Packet: This icon is there to remind you what the participants are looking at as you present.



## Notes



## Presentation Color Scheme

- ORANGE TOT slides—information applies to multiple grade levels
- Some slides are in color—the information applies to a specific grade level or kit
- Individual modules—are in the color of the grade level or kit

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17



## Key Points


### SAY:

*Most of the slides in the presentation apply to multiple grade levels. These slide are shown with a orange background. However, in cases where the information is specific to a single grade level or to one of the progress monitoring tools, the information will be presented in the color of the kit/grade.*

*The “kit color” refers to the Tejas LEE Puzzle Piece version, originally printed in 2010. If you are using the Confetti version of the Tejas LEE, the kit color is always the same. However, the grade level colors can still be found in the Teacher Guide. Kindergarten is printed in RED, first grade in BLUE, second grade in GREEN and third grade in PURPLE.*



## Notes



## Tejas LEE Buttons

18

➤ To avoid having duplicate slides with identical information, we have added buttons to some pages. These buttons indicate which grades or kits share the same administration procedures.

K

1

2

3

MPLE

MPLP

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## Key Points

**DO:**  
Read/review slide.



## Notes

## Activity

19

Look through the Speaker Notes in front of you. Spend a few minutes familiarizing yourself with the structure and content.

**Think Turn Talk:**

What are the advantages and disadvantages of the Speaker Note format?

**Got Questions?**

Ask them now

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## Key Points

This slide has 2 ✓ ☆ CLICKS of animation.

### DO:

Allow participants a few minutes to go through the Speaker Notes. Then bring their attention back to you.

✓ ☆ **CLICK**

### SAY:

*Does anyone have any questions about the speaker note format at this time?*

### DO:

Answer any questions. ✓ ☆ **CLICK**



Read through the slide. Allow participants a few minutes to discuss the Speaker Note format. Call on several individuals to share their thoughts. Feel free to take notes on their sharing and to forward suggestions to the Tejas LEE team.



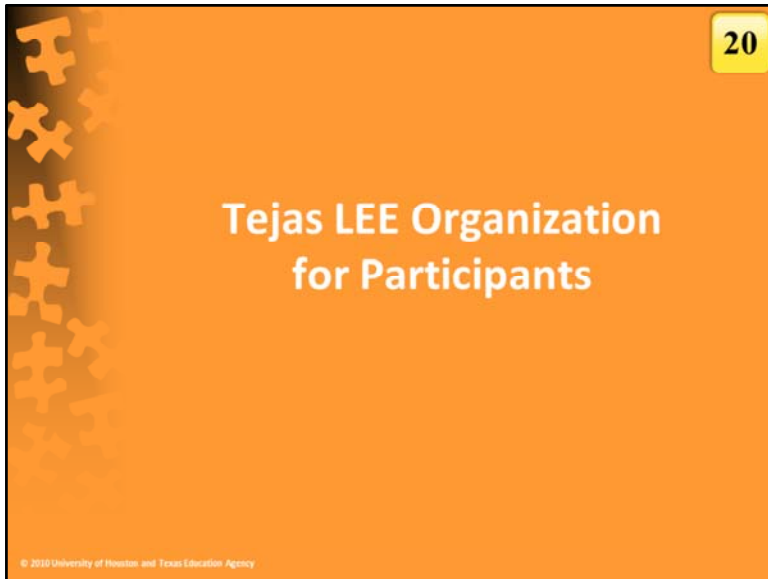
### Notes for Presenter:

Participants may have questions come up as you go through the TOT. DO stop the presentation and take whatever time is necessary to answer their questions as they arise. We want people to be as comfortable as possible when they present the Tejas LEE.



## Notes

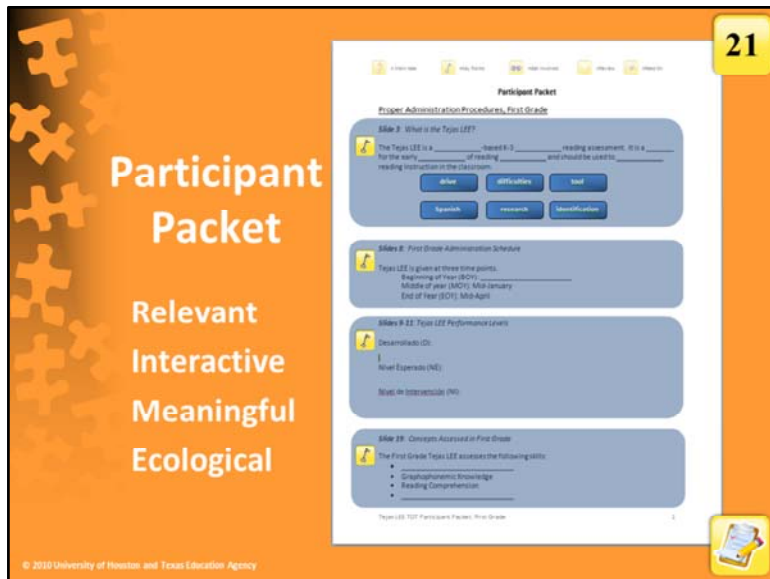




## Key Points



## Notes



## Key Points

### DO:

Have participants take out their sample participant packet to review.

### SAY:

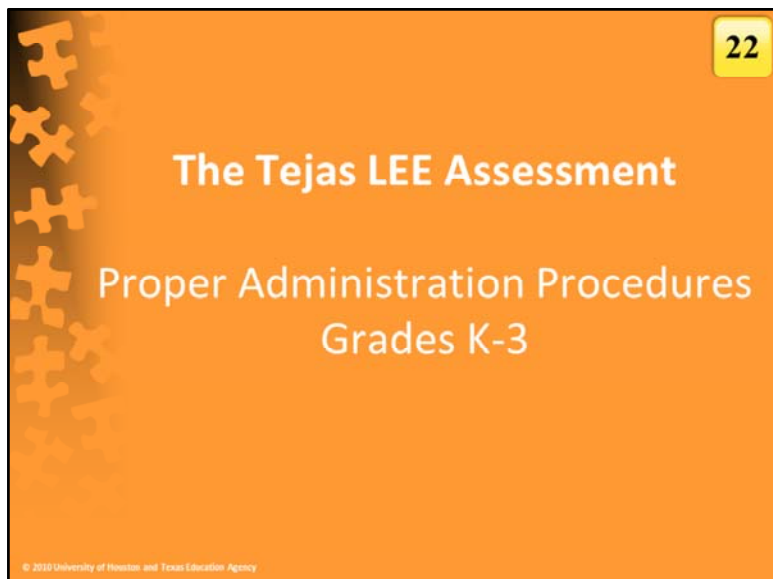
*The new participant packet can be used in lieu of the traditional 3 to a page handouts. The new format has several advantages:*

1. **Relevancy:** *The new formatting makes the handouts more relevant for teachers. Main points and important concepts are already in their notes, making it less likely that teachers will walk away without critical administration or grouping information.*
2. **Interactive:** *The new formatting facilitates participant interaction with the presentation. Participants do not have to look through several sets of documents to find the activity handouts. Needed reference materials are right on the same page as activities.*
3. **Meaningful:** *The activities in the handouts are directly related to the slides being presented and offer teachers practice with precisely those administration skills and Spanish reading skills they will need to properly administer the Tejas LEE.*
4. **Ecological:** *The new formatting uses fewer sheets of paper and are designed to be more user friendly. This makes the materials more compact and hopefully more meaningful. Reproduction costs are also reduced.*

*HOWEVER, 3 to a page handouts are available to presenters who prefer this format.*



## Notes




## Key Points

### **SAY:**

*Now that you know how your notes are organized, let's turn to the assessment itself.*



## Notes



## Contents of this Module

23

- General Information about Tejas LEE
- Book and Print Awareness
- Phonological Awareness
- Graphophonemic Knowledge
- Fluency
- Comprehension

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**DO:**  
Read/review slide.



## Key Points



## Notes



## What is the Tejas LEE?

24

The Tejas LEE is a \_\_\_\_\_-based K-3 \_\_\_\_\_ reading assessment. It is a \_\_\_\_\_ for the early \_\_\_\_\_ of reading \_\_\_\_\_ and should be used to \_\_\_\_\_ reading instruction in the classroom.

drive


difficulties

tool

Spanish

research

identification



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## Key Points

### DO:




Have the participants turn to their participant packet and give them a minute to fill in the missing words in the text. Choose a volunteer to read the completed text.

The text should read as follows:

The Tejas LEE is a research-based K-3 Spanish reading assessment. It is a tool for the early identification of reading difficulties and should be used to drive reading instruction in the classroom.



## Notes



## Should I Give the Tejas LEE? 25

The Tejas LEE is recommended for:  
students receiving their primary  
reading instruction in Spanish

However:

The final decision of whether to use a  
Spanish or English assessment is up  
to your district

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### DO:

Read/review slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

#### When Should a Student be Administered an English Instrument?

Even when a student is in a bilingual education program, there may be times when reading instruction is occurring primarily in English. For example, the student may be in the final stages of transitioning from Spanish to English reading. In this case, an English reading instrument may be more effective in providing data for instructional planning. Likewise, if the student is in an English as a Second Language (ESL) program or a general education classroom where English is the language used for reading instruction, an English instrument will generate the most useful information about current skills and instructional needs.

If the Tejas LEE is administered at the beginning of the year, then it also should be administered at the end of the year. This will allow you to assess progress and gains accurately. The TPRI may also be administered in addition to the Tejas LEE if you want to assess the student's English language skills.

Students enrolled in ESL programs may be exempted from the administration of an English instrument if their language proficiency is not sufficient to yield reliable and valid results. For further information, consult the "Reading Instruments Guide for Texas Public Schools and School Districts".




## Key Points

- If the student is receiving Spanish reading instruction, the Tejas LEE would normally be given.
- Final decision on which instrument to use is made by district or school.



## Notes



## Transition to English

26

If you administer the Tejas LEE at the beginning of year, you should also administer it at the end of year.

Although the Tejas LEE and TPRI measure similar reading skills, they are not the same assessment and results **CANNOT** be compared between tests.

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**DO:**

Read/review slide.



## Key Points

- If you administer Tejas LEE at BOY, you must also administer it at MOY and EOY.
- The Tejas LEE will offer information about Spanish reading development, while the TPRI informs you about English reading development.
- Comparisons between the results on the Tejas LEE versus TPRI cannot be made.



## Notes

What Should I Administer?

27

Always begin testing with the current grade level of the Tejas LEE.

If you have not obtained sufficient information to determine a student's instructional needs, you may administer a lower grade level test.

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**DO:**

Paraphrase slide.

**SAY:**

*Although teachers should always begin with their current grade level, they may choose to go down a grade level to obtain additional information regarding a student's instructional needs. For example, a second grade teacher may decide to also administer the first grade assessment. However, we do not recommend going up a grade level as this may skew next year's assessment.*

*If you need to test at a lower level than Kindergarten, check with your bilingual department or with the pre-Kinder teachers on your campus to see what assessment(s) are used by your district.*



**ADDITIONAL INFORMATION FOR PRESENTER:**

During this adoption of the Tejas LEE, the student record booklets are available on [www.tpriandtil.com](http://www.tpriandtil.com) – 1) order paper/pencil version or 2) download and print copies of the record booklets. Have participants check with their district Tejas LEE contact for further instructions on how to order grade level and/or off grade level booklets. Users of electronic versions of the Tejas LEE do not need to purchase or print student answer sheets.



## Key Points

- Always begin with the appropriate grade level assessment.
- Teachers may go down a grade level if they need additional information regarding a student's instructional needs.



## Notes



## Special Ed & Testing Accommodations

28

**Special Ed:** Special Education students should receive an **ON-GRADE LEVEL** assessment unless otherwise specified in their Individual Education Plan (IEP)

**Testing Accommodations:** A student may use the same testing accommodations that they regularly receive in their daily classroom instruction

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**DO:** Read/review slide. (Go over the information below as much as you feel is necessary based on the audience interest in this topic.)



### ADDITIONAL INFORMATION FOR PRESENTER:

#### Special Education

The Tejas LEE should be administered to all K-2 special education students at their grade-level placement for reporting purposes per SB §28.006 (States that every student in K-2 must be administered an early reading assessment. As such, TEA will cover the expense for these assessments.) However, once this information is gathered, the special education teacher may move between grade levels on the Inventory to obtain instructional information to assist with setting appropriate student objectives and goals.

#### Testing Accommodations

If the student has an Individualized Educational Plan or an instructional plan developed by an ARD or Section 504 committee, this may assist you in deciding which accommodations are appropriate. The following accommodations may be used:

1. Instructions may be signed to a student with a hearing impairment.
2. A student may place a colored transparency over any part of the Inventory.
3. A student may use a place marker.
4. A student may spell words aloud in place of writing them. A scribe or the teacher should record the student's responses.
5. A student may use any other accommodation that is a routine part of his/her reading, writing, or spelling instruction.



## Key Points

- Special Education students receive an on grade level assessment unless otherwise stated on their Individualized Education Plan (IEP).
- The IEP is developed by an Admissions, Review, and Dismissal (ARD) committee.
- Students may use any accommodation that they regularly receive in their daily instruction.



## Notes

When Do I Administer?			
	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
KINDER	6 weeks after the beginning of school year	Mid-January	Mid-April
FIRST	2 weeks after the beginning of school year	Mid-January	Mid-April
SECOND			
THIRD			

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### SAY:

*The suggested times for administration of the Tejas LEE, as set by the Texas Office of Statewide Initiatives, are as follows (read slide).*

*Other things to keep in mind are:*

- *Refer to district calendars for year round schedules.*
- *Special considerations need to be made for migrant students and for new students who arrive after an assessment period has ended*
- *These timelines for administration may also be found on the Tejas LEE website.*
- *Note that the BOY administration window for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade is 2 weeks after the beginning of the school year.*
- *However, the Kindergarten BOY administration occurs 6 weeks after the beginning of the school year.*



## Key Points

- The Tejas LEE BOY assessment should be given 2 weeks after the beginning of school in G1-G3.
- For Kindergarten, the BOY assessment is given 6 weeks after the beginning of school.
- MOY is Mid-January.
- EOY is Mid-April.
- The actual testing window will be set by your district/school.



## Notes

## Performance Levels

**Nivel de logro:**

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

30

**Desarrollado (D) = The student has mastered the skill.**

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## Key Points

- There are 3 performance levels on the Tejas LEE.
- Desarrollado (D) means a student has mastered the skill.
- The cutpoints for the D level will remain constant throughout the entire year.

### SAY:

On the Tejas LEE, "Performance Level" appears at the bottom of each task page in a box titled "Nivel de logro". There are 3 different performance levels on the Tejas LEE. The first is "Desarrollado" (Developed). Students who score Developed have mastered the skill assessed on the Tejas LEE.



## Notes

## Performance Levels

Nivel de logro:

→

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

31

Nivel esperado (NE) = Indicates the student is performing at a level expected for that grade and time point. The student is expected to further develop this skill during the remainder of the school year. A score of NE is acceptable and should not be considered problematic.

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### SAY:

The second performance level is “Nivel esperado” (NE), or Expected Level. Not all tasks on the Tejas LEE have NE scores. When a task has an NE score, it will only appear during Beginning of Year and/or Middle of the Year administrations.

Nivel esperado indicates that the skill being assessed on the Tejas LEE is one that is may be taught on an on-going basis. As such, it would not be reasonable to assume that a student would have mastered this skill at the beginning or middle of the school year.

However, NE scores always turn into NI (Nivel de intervención” scores by the End of Year. While the score should not be considered problematic, teachers should be providing on-going instruction and practice in these skills so that their students master them.



## Key Points

- Nivel Esperado (NE) indicates that the student is performing at an expected level for that grade and time point.
- Not all tasks will have an NE level.
- There is no NE level at EOY as all students are expected to be Developed by the end of year.
- Teachers should still provide on-going instruction for students scoring NE, so that their students can master the skill (s).



## Notes

## Performance Levels

32

Nivel de logro:		Principio	Mitad	Final
D		3-4	3-4	3-4
NE		0-2	0-2	
NI	→			0-2

**Nivel de intervención (NI) = The student is performing well below the expected level for the grade level and time point; intervention is strongly recommended.**

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**SAY:**

*Note that the color of the NI box is different from D or NE. This is to draw teacher's attention to scores in this range and to emphasize that the Nivel de intervención level requires teacher intervention with these students.*



## Key Points

- Nivel de intervención (NI) indicates that the student is performing below the expected level for that grade and time point and intervention is strongly recommended.
- Not all tasks will have an NI level at each time point.



## Notes

## Tejas LEE

### Administration Guidelines

33

1. Administer individually to one student at a time. Score and record after the administration is completed.
2. Administration should occur in a quiet environment with adequate lighting, free of distractions.
3. The *Guía de administración* should be used with every administration.

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**DO:**  
Paraphrase slide.



#### **ADDITIONAL INFORMATION FOR PRESENTER:**

Additional information is provided below on Guideline #1. However, the additional information DOES NOT apply to Kindergarten administrations of the Tejas LEE.

1. The Tejas LEE should be administered individually to one student at a time. Exceptions to this include the Dictado (spelling) sections. In grades 2 and 3, this section may be administered to the entire class or to small groups of students. Grade 1 Dictado, however, may be administered only in a small group format or individually since not all students will be administered this section. Results should be scored and recorded after the administration is completed.



## **Key Points**

- Administer the Tejas LEE to one student at a time
  - except for Dictado section which can be given whole group (in grades 2-3) or small group (grades 1-3).
- The Tejas LEE should be given in quiet, distraction-free environment.
- Always use the *Guía de administración* when giving the assessment.



## **Notes**



Administration Guidelines

34

4. Follow the branching rules for the particular grade level.
5. The materials needed for each task are listed at the top of each section in the *Guía de administración*.
6. In order to determine whether a section should be re-administered at MOY and EOY, look under the heading titled “Mitad y final del año”.

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**DO:**

Paraphrase slide.



**ADDITIONAL INFORMATION FOR PRESENTER:**

Additional information on Guidelines #4 and #6 is provided below.

4. Follow the branching rules for the particular grade level. Branching rules were established to reduce administration time and student frustration. The branching rules tell the teacher to skip a task the student would not likely be able to perform successfully and moves the student to a task where success is more likely.

6. If a student scores Desarrollado on certain sections of the Tejas LEE, these sections may not need to be re-administered during the subsequent assessment period. In other words, in subsequent assessments, you may be able to skip some sections. In order to determine whether a section should be re-administered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.



## Key Points

- Always follow the branching rules.
- Materials for individual tasks can be found at the top of the page.
- The “*Mitad y final del año*” section indicates when a section should be re-administered at middle and end of year and when it may be skipped



## Notes

**Administration Guidelines** 35

7. What you say to the student during administration (e.g., questions, examples, etc.) is always presented in ***bold-faced italics***.
8. Instructions may be repeated as needed.
9. Always administer all practice items.
10. Assessment items should be repeated only if the student was unable to hear them the first time they were given.

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**DO:**

Paraphrase slide.



**ADDITIONAL INFORMATION FOR PRESENTER:**

Additional information on Guideline #9 is provided below.

9. If a task has practice items, it is critical that all practice items be administered to each student at each administration. Practice items allow the student to gain a better understanding of what the task requires. Administering practice items helps to ensure the student understands the task at hand and that performance is accurate and not simply a reflection of their lack of understanding.




## Key Points

- All student directions are presented in ***bold faced-italics***.
- Task instructions can be repeated as needed.
- Always administer all practice items.
- Only repeat test items if student was unable to hear due to a distraction.



## Notes





## Administration Guidelines

36

11. In questions pertaining to a sound or syllable, the sound or syllable is presented between diagonal slash marks ( i.e. /t/ or /ma/ /sa/).
12. Hints or clues to assist the student in determining correct responses should be avoided.

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**DO:**  
Paraphrase slide.



## Key Points

- All sounds are presented between slash marks (i.e. /b/)
- All syllables are presented between slash marks (i.e. /ma/)
- No hints or clues should be given during the assessment.



## Notes

Administration Guidelines

37

13. Be equally positive throughout the administration of the Tejas LEE, whether or not the student is able to give correct responses.

14. Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results.

The Tejas LEE does not need to be completed in one sitting.

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This slide has 1 ✓ ☆ CLICK of animation.

#### DO:

Paraphrase slide.

✓ ☆ CLICK

Read box. Stress that sections need to be completed in one sitting, but not the entire inventory.



#### ADDITIONAL INFORMATION FOR PRESENTER:

Additional information on Guidelines #13 and #14 is provided below.

13. Be equally positive throughout the administration of the Tejas LEE, whether or not the student is able to give correct responses. Be sure to praise effort and not correct responses. A student should always leave the administration feeling good about his/her performance.

14. Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results. The Tejas LEE does not have to be administered in one sitting. While most students will be able to complete the Tejas LEE during a single administration, others are easily bored or frustrated and should be given a break or allowed to complete the Tejas LEE at another time. You should finish the section being administered before stopping the administration (e.g., the administration should not be stopped at item 3 of a task with 10 items).

In Grades 1,2 and 3, the Reading Comprehension section is considered to be ONE section. Thus, both stories should be administered in a single setting.

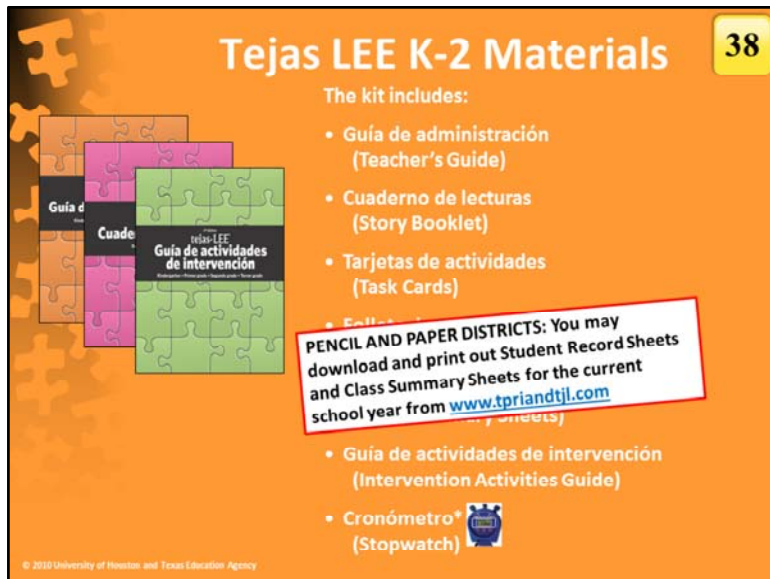


## Key Points

- Always remain positive with the students during the assessment.
- Tejas LEE does not have to be completed in one sitting. However, do not stop testing in the middle of a task.



## Notes



**DO:** Read/review slide. **NOTE:** The Puzzle Piece kits are currently sold out. Any additional kits needed should be ordered through Brookes Publishing.



#### ADDITIONAL INFORMATION FOR PRESENTER:

Guía de administración (Teacher's Guide): Everyone needs to read and follow the guidelines. Consistency is key. If not, this will affect the reliability of the student data.

Cuaderno de lecturas (Story Booklets): These contain all of the reading comprehension stories for K-2. A Cuaderno de lecturas is included in each K-2 kit.

Tarjetas de actividades (Task Cards): These cards have all of the non-story reading tasks. A complete set of cards for grades K-2 is included in each kit.

Folleto de respuestas del estudiante (Student Record Sheets) and Resúmenes de la clase (Class Summary Sheets): are needed by pencil/paper districts. These are available for free download to print in your district or you may purchase printed forms from [www.tpriandtjl.com](http://www.tpriandtjl.com).

Guía de actividades de intervención (Intervention Activities Guide): This guide provides teachers with ideas to use in planning lessons for students. The introduction for each section offers a quick overview of the skill addressed and in many cases, background information for the educator. Many activities now have reproducible blackline masters, which are available at [www.tejaslee.org](http://www.tejaslee.org)

Cronómetro (Stopwatch): The stopwatch is included in the First and Second Grade Kits.



## Key Points

The Tejas LEE Kit includes:

- Teacher's Guide
- Student Story Booklet
- Task Cards
- Student Record Sheets\*
- Class Summary Sheets\*
- Intervention Activity Guide
- Stopwatch (Grade 1, 2 only)

\* The Student Record Sheets and Class Summary Sheets for the current school year may be downloaded from [www.tpriandtjl.com](http://www.tpriandtjl.com).




## Notes



#### INFORMATION FOR PRESENTER:

Place kits where participants will be able to go through and get acquainted with the contents of the Tejas LEE materials, if time permits.

## Tejas LEE K-3 Materials



39

**The kit includes:**

- Guía de administración (Teacher's Guide)
- Tarjetas de actividades (Task Cards)
- Cuaderno de lecturas (Story Booklet)
- Cronómetro\* (Stopwatch)

**Separate Purchase Items**

- Guía de actividades de intervención (Intervention Activities Guide)
- Resúmenes de la clase\* (Class Summary Sheets)
- Folleto de respuestas del estudiante\* (Student Record Sheet)

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**DO:**  
Read/review slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

Guía de administración (Administration Guide): Everyone needs to read and follow the guidelines. Consistency is key. If not, this will affect the reliability of the student data.

Tarjetas de actividades (Task Cards): These cards have all of the non-story reading tasks. A complete set of cards for grades K-2 is included in each third grade kit.

Cuaderno de lecturas (Story Booklets): These contain all of the reading comprehension stories for K-3. A Cuaderno de lecturas is included in each K-3 kit.

Cronómetro (Stopwatch): The stopwatch is included in each kit.

The following items are separate purchase items:

Guía de actividades de intervención (Intervention Activities Guide): This guide provides teachers with ideas to use in planning lessons for students. The introduction for each section offers a quick overview of the skill addressed and in many cases, background information for the educator. Many activities now have reproducible blackline masters, which are available at [www.tejaslee.org](http://www.tejaslee.org)

Folleto de respuestas del estudiante (Student Record Sheets): These are separate purchase items and are sold in packs of 15. If you use an electronic version of the Tejas LEE, you do not need the *Folleto de respuestas del estudiante*.

Resúmenes de la clase (Class Summary Sheets—CSS): There is one Class Summary Sheet (One for each of the 3 administrations of the Tejas LEE—BOY, MOY, EOY). These are sold by Brookes Publishing. Electronic users may print out electronic versions of this form. For Pencil & Paper districts, an electronic version of the CSS is available on the Tejas LEE website that teachers may use instead of the paper copy.



## Key Points

The Tejas LEE Confetti Kit has Grades K through 3. The kit includes:

- Teacher's Guide
- Student Story Booklet
- Task Cards
- Stopwatch

\* The following items are not included in the kit but are available for purchase from Brookes Publishing.

- Student Record Sheets
- Class Summary Sheets
- Intervention Activities Guide



## Notes



### INFORMATION FOR PRESENTER:

Place kits where participants will be able to go through and get acquainted with the contents of the Tejas LEE materials, if time permits.

Concepts Assessed By Grade Level				
Concepts Assessed	Kindergarten	Grade 1	Grade 2	Grade 3
Book and Print Awareness	✓			
Phonological Awareness	✓	✓		
Graphophonemic Knowledge	✓	✓	✓	✓
Listening Comprehension	✓			
Reading Comprehension	✓	✓	✓	✓
Fluency		✓	✓	✓



## Key Points

### SAY:

*This slide simply summarizes the skill sets assessed by the Tejas LEE by grade level.*

Book and Print Awareness is an optional section in Kindergarten

Phonological Awareness is assessed in Kindergarten by Sections 3-8 and in First Grade by Sections 1-6.

Graphophonemic Knowledge is assessed in Kindergarten in Sections 1, 2 and 9, in First Grade in Sections 7 and 9, in Second Grade in Sections 1 and 3, and in Third Grade in Section 2.

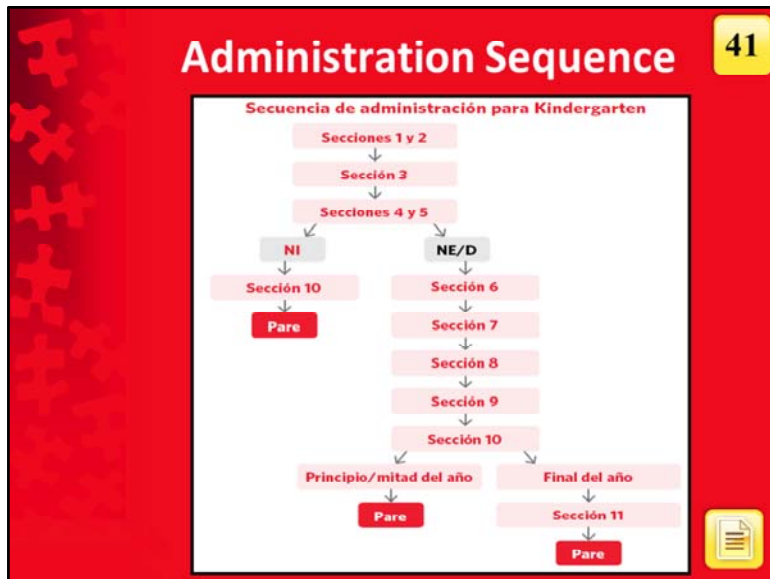
Listening Comprehension is assessed in Kindergarten, Section 10.

Reading Comprehension is assessed in Kindergarten, Section 11, in First Grade, Sections 8, in Second Grade in Section 2, and in Third Grade in Section 1.

Fluency is assessed in First Grade, Sections 8, in Second Grade in Section 2, and in Third Grade in Section 1.



## Notes



**SAY:**



*Let's look at your Kindergarten flowchart handout.*

**DO:**

Walk participants through the logic of the Kindergarten flowchart.

Be certain to point out these unique features of the Kindergarten assessment.

1. Sections 1 and 2 (*Identificación de las letras* and *Conocimiento de los sonidos*) are administered at the same time, but are scored individually. When scoring these sections, if you have the *Folleto de respuestas del estudiante* open to pages 2 and 3, you can score both the letter names and sounds at the same time.
2. Sections 4 and 5 (*Unión y segmentación de las sílabas*) are scored together and looked at as a single score to determine branching rules. If a student is NI on Sections 4 and 5, they branch past Sections 6, 7, 8 and 9. You DO NOT administer Section 11 to students who are NI in Sections 4 and 5 at the EOY administration.



## Key Points

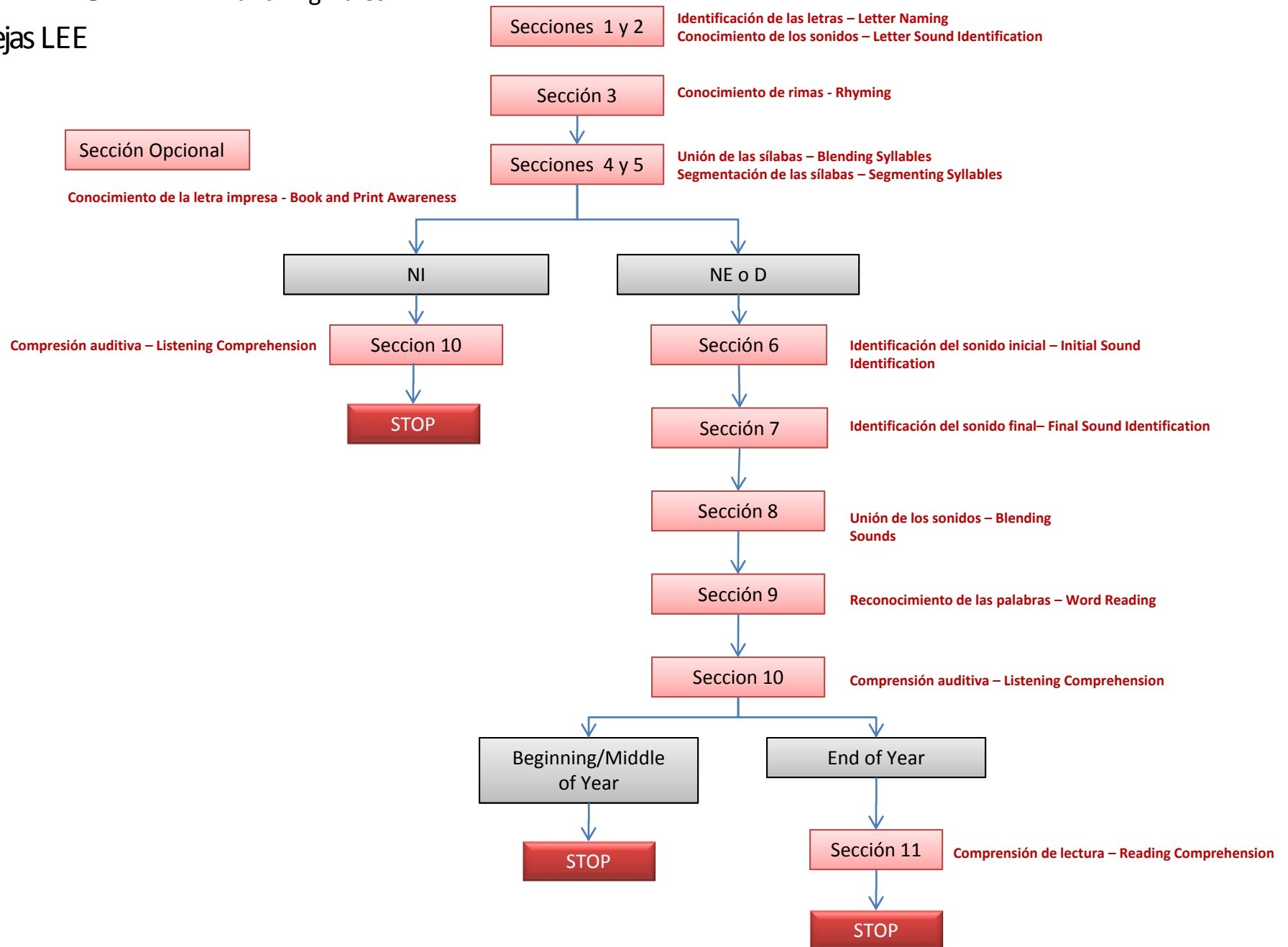
- There are 11 sections in the Kindergarten Tejas LEE.
- Sections 1 and 2 (Letter Names and Letter Sounds) are administered and scored simultaneously.
- Sections 4 and 5 are combined. If student is NI, continue to Section 10. If student is D/NE continue with Section 6.
- Section 11 is only administered at the end of the year, but only to those students who scored D on Sections 4 and 5.



## Notes

# KINDERGARTEN Branching Rules

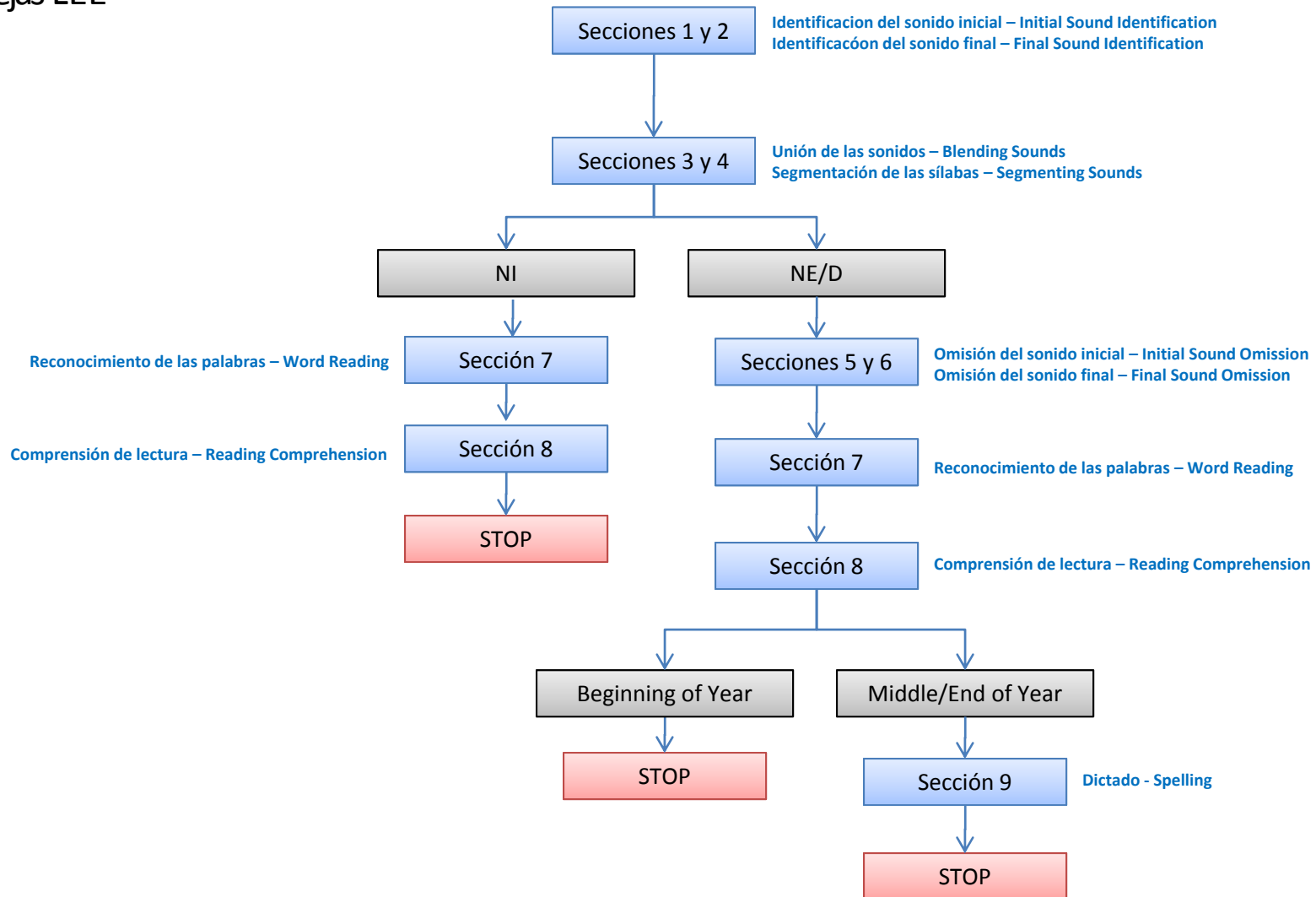
## Tejas LEE



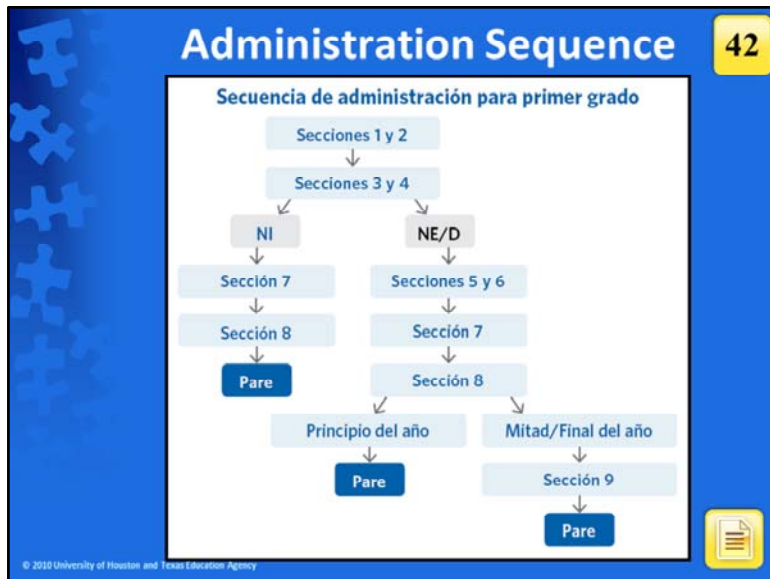


# FIRST GRADE Branching Rules

## Tejas LEE







**DO:**

Walk participants through the logic of the First Grade flowchart.

Be certain to point out these unique features of the First Grade assessment.

1. There are three sets of combined sections:
  - Sections 1 and 2 (Identifying Initial and Final Sound)
  - Sections 3 and 4 ( Blending and Segmenting Sounds)
  - Sections 5 and 6 (Deleting Initial and Final Sound)
2. Per the branching rules, if a student scores NI on Sections 3 and 4, they will move forward to Section 7. If a student scores D or NE on Sections 3 and 4, they will continue to Sections 5 and 6.
3. Section 9 (Dictado) is only administered at the middle and end of year administrations. However, only those students who scored D/NE on Sections 3 and 4 will take this section.

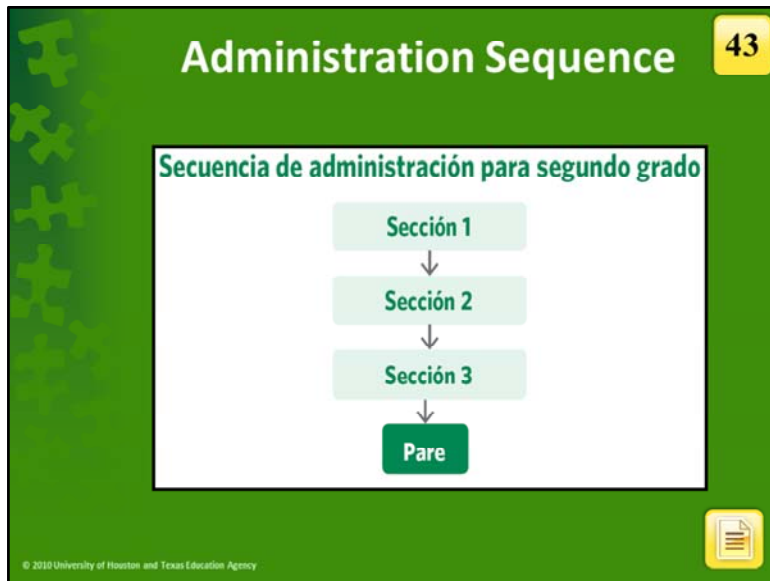


## Key Points

- There are 9 sections in the First Grade Tejas LEE.
- Sections 1 and 2 (Identifying Initial and Final Sound), Sections 3 and 4 ( Blending and Segmenting Sounds), and Sections 5 and 6 (Deleting Initial and Final Sound) are combined sections.
- If student is NI on Sections 3 and 4, continue to Section 7. If student is D/NE continue with Sections 5 and 6.
- Section 9 is only administered at middle and end of the year, but only to those students who scored D/NE on Sections 3 and 4.



## Notes



**DO:**

Walk participants through flowchart logic.

Sección 1: Reconocimiento de las palabras

Sección 2: Comprensión de lectura

Sección 3: Dictado



## Key Points

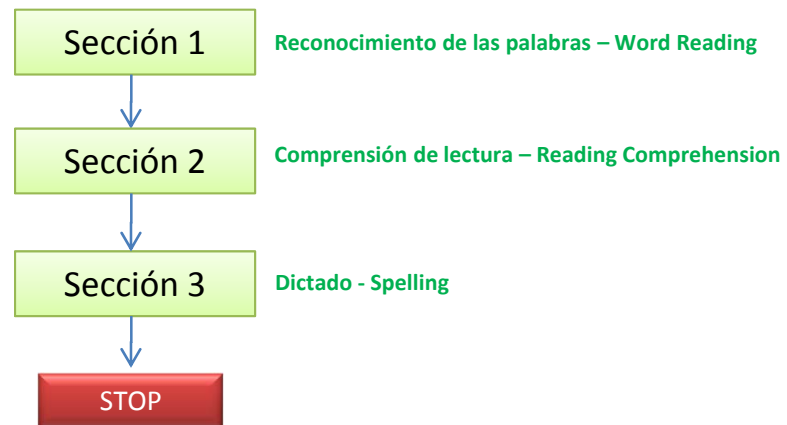
- All three sections must be given at each time point.



## Notes

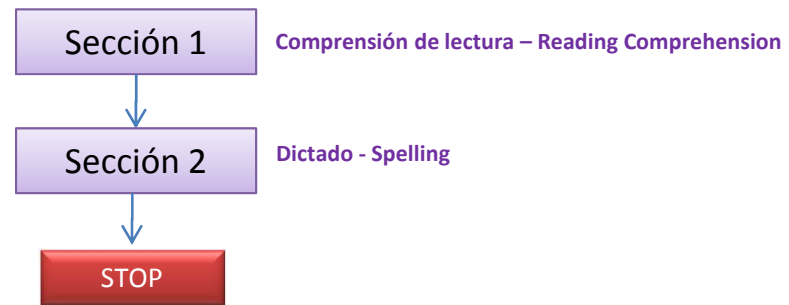
## SECOND GRADE Branching Rules

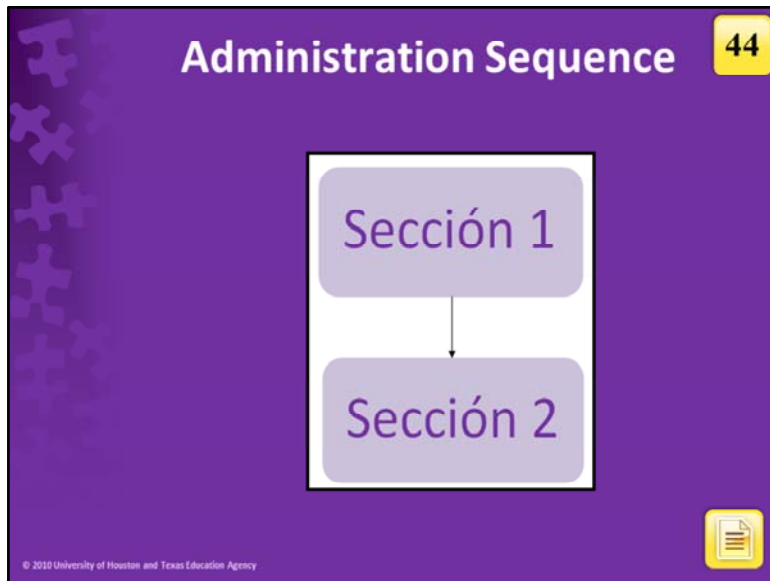
Tejas LEE



## THIRD GRADE Branching Rules

Tejas LEE





**DO:**

Walk participants through flowchart logic.

Sección 1: Comprensión de lectura

Sección 2: Dictado

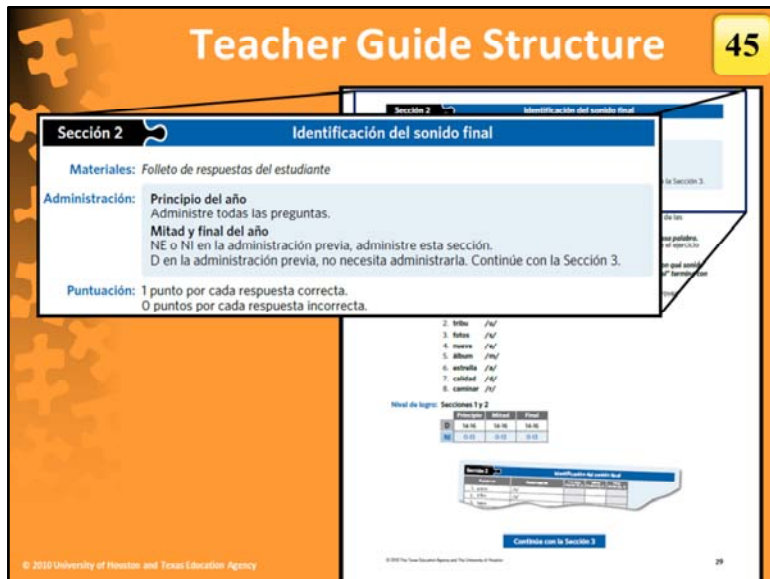


## Key Points

- Both sections must be given at each time point.



## Notes



This slide has 1 ✓ ☆ CLICK of animation.

#### SAY:

*Each section of the Teacher Guide is organized in the same fashion. Let's go through each part of the instructions.*

*The top of the page has the section number and the name of the skill in the colored bar.*

✓ ☆ CLICK

*Directly underneath this you will find the Materials section which lists the materials you will need to administer this section of the Texas LEE.*

*The Administration section (highlighted in the colored box) gives you important information on when to or not to administer this section.*

*The next section is Puntuación (Scoring). Generally, scoring is always the same: 1 point for correct answers, 0 points for incorrect answers. Occasionally, you will have special indications on how to score a particular section. These will appear at the bottom of the Puntuación section.*

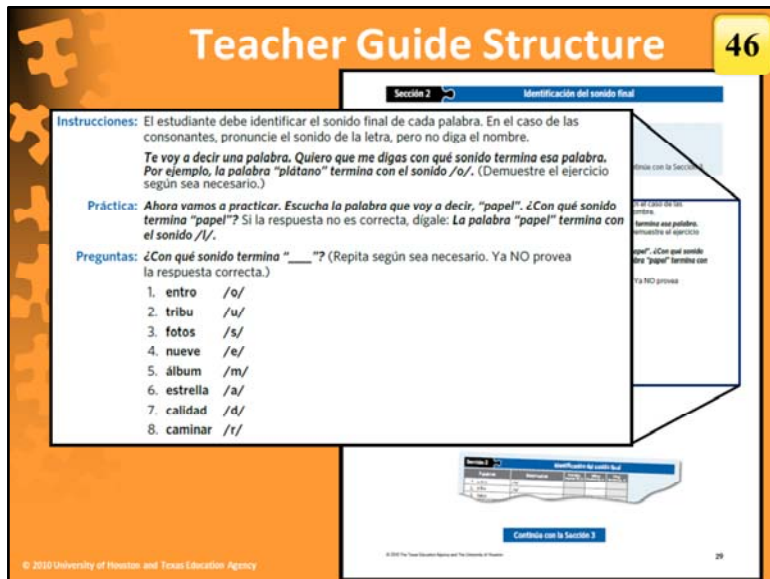


## Key Points

- Section number and section name will always appear at the top of the page in the colored bar.
- The Materials section lets you know what you will need for the administration of that task.
- The Administration section gives you helpful information on whether or not to administer this section at a particular time point.
- The Scoring section gives instructions on how to score the task: 1 for correct, 0 for incorrect.



## Notes



This slide has 1 ✓ ☆ CLICK of animation.

**SAY:**

*The next section of the Directions is Instrucciones.*

✓ ☆ CLICK

*This section often provides helpful hints that can avoid administration pitfalls that can affect reliability. For instance, in this example, the teacher is reminded to pronounce the letter sound, not the letter name.*

*The following section is titled Práctica. Not all sections have a Práctica section. However, where they do appear, they are very important. The Práctica section allows students a chance to practice the skill on which they are to be assessed. It ensures that the student understands the task and that their score on the section reflects their actual ability rather than a lack of understanding of what they should do. On a few sections, 2 practice items may be provided. Be sure to always administer ALL of the practice items.*

*The final section is the Preguntas (Test items). Anything that is read to the student is presented in BOLD FACED, italic type. So, for this activity, the teacher should read the word. The answer to each item is presented in slash marks next to each word. As you will remember, when something is presented between slash marks, it refers to the sound rather than the letter name.*



## Key Points

- The Instructions section provides helpful hints for the teacher regarding administration of the task. Anything that needs to be read to the student is presented in ***bold-faced italic type***.
- Not all sections will have a practice section, however when it appears it is very important to give all practice items.
- The Test Item section contains all the items for that section.



## Notes

**Teacher Guide Structure** 47

**Nivel de logro: Secciones 1 y 2**

	Principio	Mitad	Final
D	14-16	14-16	14-16
NI	0-13	0-13	0-13

**Sección 2** Identificación del sonido final

Palabras	Respuestas	Principio Puntos (1-5)	Mitad Puntos (1-5)	Final Puntos (1-5)
1. erizo	/er/			
2. folio	/fo/			
3. folio	/fo/			

Continúe con la Sección 3

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**SAY:**

The next item on each page of the teacher guide is the Performance Level table. By comparing students results and timepoint, you can determine your students' performance level on the section. Please note that NI scores are always presented in color to draw your attention to the scores of students who will require intervention.

Also shown on the slide is a "tear-out" or illustration from the Folleto de respuestas del estudiante. This illustration is shown to direct you to the correct section of the Folleto for scoring.

At the bottom of the page, you will find a colored box with directions on which section to continue with. In this example, all students would continue with Section 3. However, sometimes the directions will tell you to branch to a certain section depending on the student's performance level.



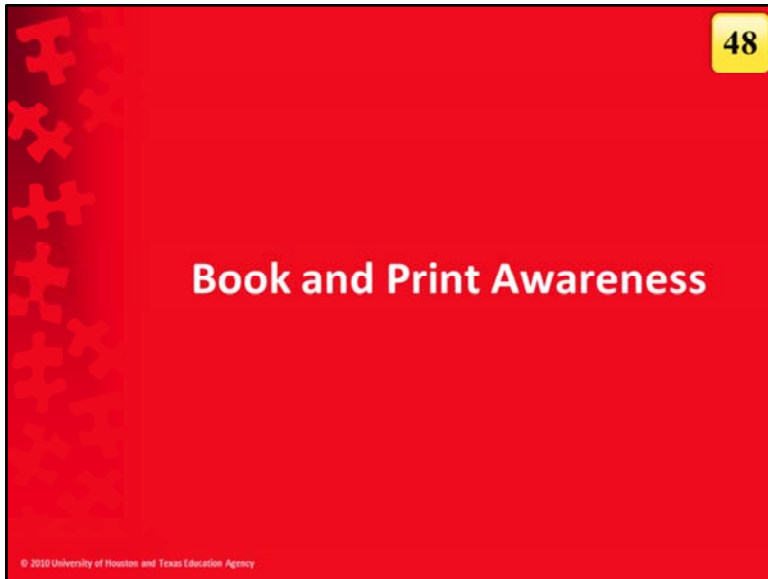
## Key Points

- The Performance Level table lists the cutpoints and performance levels for each administration.
- A screen shot of the Folleto is included as a quick reference for teachers.
- Instructions regarding what section to continue with will always be found at the bottom of the page in a colored box.



## Notes





**SAY:**

*This section although optional is the introductory section to the Kindergarten Tejas LEE. The information gleaned from the section will provide valuable information for the teacher regarding a student's knowledge of print and how books are used.*




## Key Points

- The Book and Print Awareness section is optional on the Kindergarten Tejas LEE.
- Introductory section to Kindergarten Tejas LEE
- Can provide valuable information for teachers



## Notes



## Book and Print Awareness

49

Students who have Book and Print awareness are able to identify the features and functionality of print. They can recognize:

- Parts of a book
- Directionality of print
- Upper case and lower case letters
- Individual words and sentences
- Punctuation marks

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### SAY:

*Book and Print Awareness is the knowledge of the physical structure of books and how to use them. Students in Kindergarten should be able to identify such features of books as covers, authors, illustrators, and titles. They should know the front to back, left to right progression of print. They should be able to identify a letter, a word, punctuation marks and sentences. The students should be familiar with the left to right sweep of reading and the sweep back to the left at the end of a line of text.*



## Key Points

- Book and Print Awareness is the knowledge of the physical structure of books and features of print.



## Notes

**Opcional** **Conocimiento de la letra impresa** **50**

**Instrucciones:** Estas preguntas se escribieron usando la palabra "Señala". Se puede usar también "Apunta" o "Enseñame" u otra palabra, si piensa que sus estudiantes entenderán mejor una de esas palabras.

**Aquí está un libro. Vamos a hacer unas actividades divertidas usando este libro.**

**Preguntas:**

1. Muéstrame la portada (carátula/cubierta) del libro.
2. Señala el título del libro.
3. Mira esta página y señala dónde debo empezar a leer. (El título o el primer renglón.)
4. Señala en qué dirección debo leer. (De izquierda a derecha.)
5. Y luego, ¿dónde sigo leyendo?
6. Señala una letra.
7. Señala una palabra y enséñame dónde empieza y dónde termina.
8. Señala una letra mayúscula.
9. Señala una oración y enséñame dónde empieza y dónde termina.
10. Señala una letra minúscula.

	Principio	Mitad	Final
D	8-10	8-10	8-10
NE	6-7		
NI	0-5	0-7	0-7

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## Key Points

- When administering this section, the same book should be used with all students.
- The book should have the following features:
  - Printed title
  - Complete sentences
  - Multiple lines of text per page
  - Large font size

This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

Point out that teachers need to have a book ready to administer this section. They should check the book to ensure that it has the following features:

- Printed Title
- Complete sentences of text.
- More than one line or page of text (so student can answer #5).
- Large font size

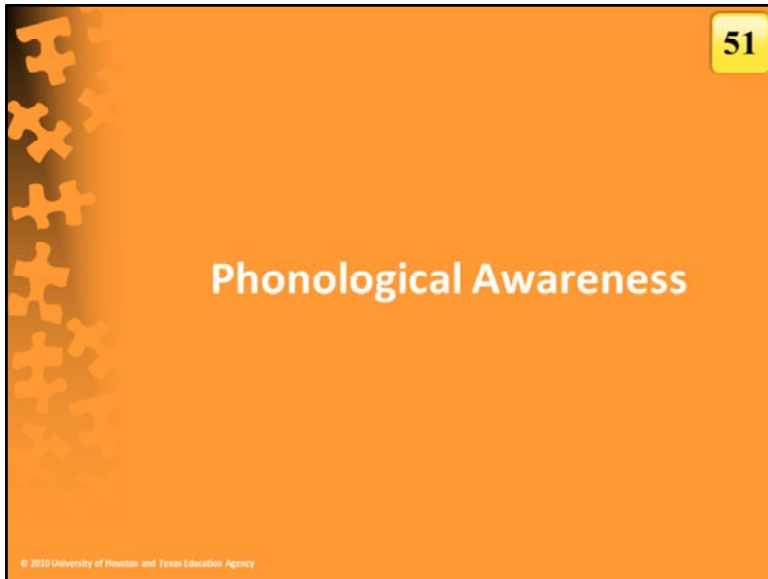
Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task.



## Notes



**SAY:**

*The next section we will discuss is Phonological Awareness. This skill is critical to Kindergarten and First grade because the ability to manipulate sounds is an important predictor of future reading success. In addition, it can influence development of other reading skills such as graphophonemic knowledge.*




## Key Points

- Critical to Kindergarten and First grades
- The ability to manipulate sounds is an important predictor of future reading success.
- Can influence the development of graphophonemic knowledge



## Notes



## Phonological Awareness

52

Students who have Phonological Awareness are able to manipulate the sounds, syllables and words of language. They are able to:

- Identify and produce rhymes and alliteration
- Blend and segment sounds and syllables
- Manipulate sounds and syllables in words (i.e. substitutions and omissions)
- Identify initial and final sounds and syllables

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### **SAY:**

*At its most basic level, phonological awareness begins with the student's ability to attend to the sound structure of the language. Students need to be able to listen to any two sounds and determine whether they are the same or different.*

*Once they can do this, they can then be taught to attend to the sounds of language. Per the phonological continuum (IAG, p. 10):*

*Students begin with rhyme and alliteration.*

*The next level involves blending and segmenting sentences.*

*Then, blending and segmenting syllables.*

*The highest level shown in the IAG is blending and segmenting phonemes.*

*These are just some of the more common phonological awareness tasks.*

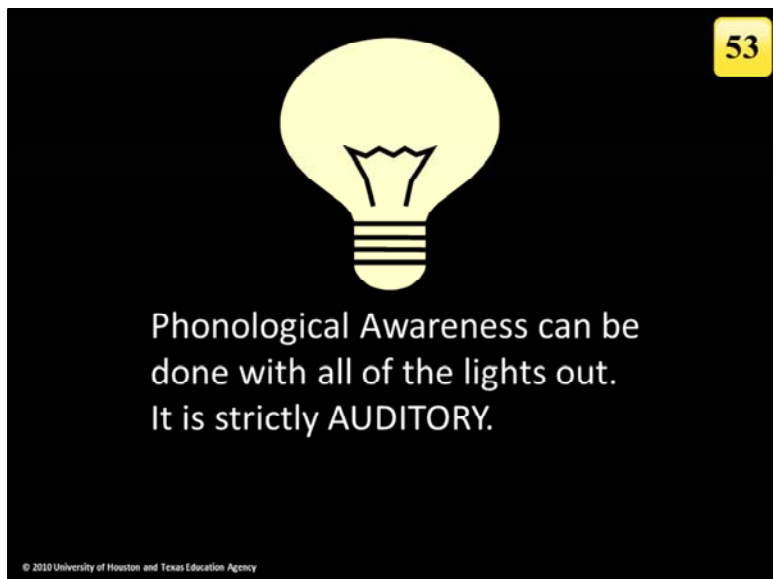


## **Key Points**

- Phonological awareness is the ability to identify and manipulate individual syllables and sounds in words.
- The Phonological continuum can be found on page 10 of the IAG. It includes:
  - Rhyming and Alliteration
  - Sentence Blending and Segmenting
  - Syllable Blending and Segmenting
  - Phoneme Blending and Segmenting



## **Notes**



This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

✓ ☆ **CLICK**

If possible have a collaborator turn off all of the lights in the room at the same time as the screen goes blank.

**SAY:**

*Phonological Awareness can be done with all of the lights out. It is strictly AUDITORY.*

✓ ☆ **CLICK** (to bring up the text)



## Key Points

- Phonological awareness is strictly AUDITORY.



## Notes

54

### Important Information About Phonological Awareness Tasks

All Conciencia fonológica (Phonological Awareness) sections are administered orally.

**Some Sounds Need Special Attention**

- Minimize the tendency to add a vowel sound after a consonant sound, especially for unvoiced consonants such as p, k and t. For example, p is not pronounced /puh/. Rather, it should be spoken in a loud whisper and in a clipped manner. Do not use your vocal cords at all for these sounds.
- Voiced consonants such as g and b cannot be pronounced without a vowel sound. It is important, however, to keep the vowel sound as short as possible with words containing voiced consonants. For example, the sound for the letter g is clipped; it is not pronounced /guh/.
- Continuant consonants such as m, f and n should not be followed by a vowel sound. They can, however, be continued slightly. For example, you may say /mmmm/, but not /muh/.
- To pronounce vowel sounds, simply lengthen the sound of the vowel.
- Dialectal differences are of concern. Reliability of scoring can be weakened when students and teachers do not share the same dialect and, most particularly, when teachers are not sensitive to differences in dialect. Flexibility, professional judgment and knowledge of students should always be used in scoring student responses, but most particularly with students whose dialect is not the same as the teacher who is presenting the items to them.
- Examples of ideal administrations of phonological awareness tasks and auditory examples of the correct pronunciation of the sounds associated with each letter can be heard on the Tejas LEE website, [www.tejaslee.org](http://www.tejaslee.org).

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#### **SAY:**

*There are several things to keep in mind when working with phonemes.*

*The pronunciation of the phonemes should be as pure as possible. It is very important to avoid adding a schwa (or vowel) sound after consonants. The schwa can distort the word and can be very confusing to struggling readers.*

*Dialectal differences can also cause administration difficulties. Students from different parts of the Spanish speaking world pronounce certain sounds distinctly. For example:*

*Students from Spain pronounce the letter “z” and the soft “c” as a /th/ sound (thinco, thapato, etc...)*

*Students from Uruguay, Argentina and Paraguay may pronounce the “ll” digraph as /zh/ (zhevo, zhuvia).*

*When administering the Tejas LEE, be cognizant of such differences. A student should not be penalized for his every day pronunciation of a certain sound because of accent.*



## **Key Points**

- Keep phoneme sounds clipped and clear.
- Avoid adding a schwa after consonant sounds. For examples, saying /puh/ instead of /p/. This can be confusing for students.
- Students should not be penalized for dialectal differences.



## **Notes**

**Sección 3** **Conocimiento de rimas** **55**

**Instrucciones:** El estudiante debe crear nuevas palabras que riman con las palabras dadas. Se acepta solamente palabras de rima consonante y NO de rima asonante.

**Voy a decir unas palabras:** pesa, mesa. *Estas palabras riman. Otra palabra verdadera que rima con pesa, mesa es "besa". Otra palabra inventada que rima con pesa, mesa es "tesa".*

**Práctica:** Ahora vamos a practicar. Dime otra palabra verdadera o inventada que rima con tos, voz. Si la respuesta no es correcta, digale—Una palabra verdadera que rima con tos, voz es "los". Una palabra inventada que rima con tos, voz es "gos".

**Vamos a hacer otro ejemplo.** Dime otra palabra verdadera o inventada que rima con una, cuna. Si la respuesta no es correcta, digale—Una palabra verdadera que rima con una, cuna es "luna". Una palabra inventada que rima con una, cuna es "funa".

**Preguntas:** Voy a decir unas palabras: \_\_\_\_\_. Estas palabras riman. Dime otra palabra verdadera o inventada que rima con \_\_\_\_\_. (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. les, mes
2. laso, vaso
3. cama, fama
4. poco, foco
5. chino, pino

Nivel de logro:

	Principio	Medio	Final
D	4-5	4-5	4-5
NE	0-3		
ME		0-3	0-3

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## Key Points

- Be sure to give both practice items before continuing on with the actual test items.
- Students must provide real or nonsense rhyming words.

This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*Rhyming is a challenging skill to develop for many young readers. It is key that the instructions and the practice items be given in their entirety to ensure that students understand this task.*

### DO:

Draw participants' attention to the Instrucciones section. ✓ ☆ **CLICK** Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. Allow participants 2 minutes to practice this section with a partner.



### ADDITIONAL INFORMATION FOR PRESENTER:

Although, Spanish has two types of rhyming words, we will only test rima consonante. Below is some background information on both types.

Type: Rima consonante

Rule: All final sounds are identical starting with vowel in stressed syllable.

Examples: casa, masa ; pestaña, España; vestido, apellido

Type: Rima asonante

Rule: All final vowels are identical starting with vowel in stressed syllable.

Examples: casa, drama; pestaña, bala; vestido, chiquito



## Notes



**Sección 4** **Unión de las sílabas** **56**

**Instrucciones:** El estudiante debe decir la palabra que se forma al unir las sílabas.

**Te voy a decir muy despacio las sílabas que forman unas palabras. Quiero que me digas las palabras que se forman al juntar las sílabas. Por ejemplo, si digo /pe/ /sa/, la palabra que se forma es "pesa".**

**Práctica:** Ahora vamos a practicar. Si digo /pi/ /co/, ¿qué palabra se forma? Si la respuesta no es correcta, dígame: Si junto las sílabas /pi/ /co/, se forma la palabra "pico".

**Preguntas:** Si digo /.../ /.../, ¿qué palabra se forma? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. /mun/ /do/	mundo
2. /bol/ /sa/	bolsa
3. /la/ /dri/ /llo/	ladrillo
4. /ju/ /gue/ /te/	juguete
5. /es/ /tam/ /pi/ /lla/	estampilla
6. /com/ /pu/ /ta/ /do/ /ra/	computadora

**Continúe con la Sección 5**

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## Key Points

- Students must blend syllables into words.
- When administering this section, teachers should leave distinct pauses between each syllable to avoid blending for students.
- After completing this section, move to section 5 as the scores from both sections will be combined to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

### SAY:

*Note the buttons on this slide. This section is in both the Kindergarten assessment and in the MPLE progress monitoring tool.*

### DO:

Tell participants that when they pronounce the individual syllables for this section, they should do so at a deliberately slow pace. If the syllables are read too quickly, the teacher may actually be blending the sounds together for the student, thus invalidating results. An ideal administration of this section, that includes appropriate pausing lengths is available on the Tejas LEE website.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

### SAY:

*Note that there is no performance level for Sección 4. This section is scored together with Sección 5. Go on to Sección 5 after completing this part.*



## Notes

**Sección 5** Segmentación de las sílabas **57**

**Instrucciones:** El estudiante debe dividir las palabras en sílabas. Puede hacer una demostración, ya sea dando palmadas (aplaudiendo) o con el método que usted usa en el salón de clase para representar las sílabas.

**Te voy a decir unas palabras que quiero que dividas en sílabas. Por ejemplo, voy a dividir la palabra "mesa" /me/ /sa/. (Demuestre el ejercicio, según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Si digo "toro", dime cómo se divide en sílabas la palabra "toro"? Si la respuesta no es correcta, dígame: La palabra "toro" se divide en sílabas /to/ /ro/.

**Vamos a hacer otro ejemplo. Si digo "cocina", dime cómo se divide en sílabas la palabra "cocina"? Si la respuesta no es correcta, dígame: La palabra "cocina" se divide en sílabas /co/ /ci/ /na/.**

**Preguntas:** Dime cómo se divide en sílabas la palabra "\_\_\_\_\_". (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. sube /su/ /be/
2. blanco /blan/ /co/
3. bandera /ban/ /de/ /ra/
4. mochila /mo/ /chi/ /la/
5. bailando /bal/ /lan/ /do/
6. pueblito /pue/ /bli/ /to/

	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

© 2011 K MPLE



## Key Points

- Student must segment words into syllables.
- Be sure to administer both practice items before continuing with test items.
- Teachers may clap, or use any other method they normally do in class, to demonstrate this task.
- The results from this section should be combined with scores from Section 4 to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

**SAY:**

*Teachers may demonstrate this task by clapping out each of the syllables or through whatever method they use to teach this concept in their classroom. This is a fairly difficult task; for this reason, 2 practice items are provided. Teachers should always have students practice both practice items.*

**DO:**

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task.

Point out that Secciones 4 and 5 produce a combined score and that this score is used to determine a student's performance level.



## Notes

## Branching Rules

58

- If a student's performance level is D (10-12) continue with Section 6.
- If a student's performance level is NE (5-9) continue with Section 6.
- If a student's performance level is NI (0-4) continue with Section 10.

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## Key Points

This slide has 3 ✓ ☆ CLICKS of animation.

### DO:



Have participants turn to their participant packet and fill in the blanks using the Kindergarten administration flowchart handout as a reference.

After about **1 minute**, call on individuals to complete each statement. Click as each one is answered to reveal the correct answer on the slide.



## Notes

**Branching Rules** 59

**Continúe**

**D o NE en las Secciones 4 y 5:**  
Continúe con la Sección 6

**NI en las Secciones 4 y 5:**  
Continúe con la Sección 10

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**SAY:**

*The combined score of Secciones 4 and 5 will be used to determine which part of the Tejas LEE is administered next. For those students unable to manipulate the syllables (blending and segmenting), there is a strong probability that they will not be able to manipulate the phonemes in the next 3 sections, nor read the words in Section 9. For this reason, these students skip these sections so as to avoid frustration.*



## Key Points

- Branching rules are designed to skip over sections the students are not likely to succeed in and serve to decrease student frustration.
- In Kindergarten, the branching rules come into play after Sections 4 and 5.
- If the student scores NI, they branch to Section 10.
- If they score D or NE, they continue forward to Section 6.



## Notes

**Sección 1** Identificación del sonido inicial **60**

**Instrucciones:** El estudiante debe identificar el sonido inicial de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre.  
**Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra.**  
**Por ejemplo, la palabra "teléfono" empieza con el sonido /t/. (Demuestre el ejercicio, según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, "pato". ¿Con qué sonido empieza "pato"?  
 Si la respuesta no es correcta, dígame: La palabra "pato" empieza con el sonido /p/.

**Preguntas:** ¿Con qué sonido empieza "\_\_\_"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. tobillo /t/
2. zorro /s/
3. humano /u/
4. diamante /a/
5. planta /p/
6. jamón /j/
7. lluvia /y/
8. restaurante /r/

**Continúe con la Sección 2**

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This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Draw participants' attention to the Instrucciones section.

✓ ☆ **CLICK**

**SAY:**

*The first task on the Tejas LEE First Grade is Initial Sound Identification. All tasks on the First Grade Tejas LEE are phoneme level tasks. This is because by First Grade, the best predictor of student reading performance is their ability to manipulate phonemes, rather than syllables. Remember that when you see a letter between two slash marks (show an example on the slide), you should say the letter sound to your students, NOT THE LETTER NAME.*

*Also, note that this task also appears in Kindergarten (Section 6).*

**DO:**

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ **CLICK**

**SAY:**

*There is no performance level for Sección 1. This section is scored together with Sección 2. Go on to Sección 2 after completing this part.*



## Key Points

- Students must identify the initial sound in a word.
- Remember, when a letter appears between slash marks (i.e. /m/) you should say the letter sound, NOT the letter name.
- In First Grade, after completing this section, move to section 2 as the scores from both sections will be combined to determine final score and performance level.
- This task appear both in First grade and Kindergarten.



## Notes

**Sección 2** **Identificación del sonido final** **61**

**Instrucciones:** El estudiante debe identificar el sonido final de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre.

**Te voy a decir una palabra. Quiero que me digas con qué sonido termina esa palabra. Por ejemplo, la palabra "plátano" termina con el sonido /a/. (Demuestre el ejercicio según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, "papel". ¿Con qué sonido termina "papel"? Si la respuesta no es correcta, dígame: La palabra "papel" termina con el sonido /f/.

**Preguntas:** ¿Con qué sonido termina "\_\_\_"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. entro /o/
2. tribu /u/
3. fotos /s/
4. nueve /e/
5. álbum /m/
6. estrella /a/
7. calidad /d/
8. caminar /t/

	Principio	Mitad	Final
D	14-16	14-16	14-16
NI	0-13	0-13	0-13

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This slide has 2 ✓ ☆ CLICKS of animation.

#### SAY:

*This section is administered identical to the previous section with the exception that the student must now identify the final phoneme.*

#### DO:

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that Secciones 1 and 2 produce a combined score and that this score is used to determine a student's performance level.

Point out that the color for the NI is different. This is to draw teachers' attention to NI scores and reinforce the importance of intervention with students scoring in this range.

#### SAY:

*Please note that this task also appears in Kindergarten (Section 7).*



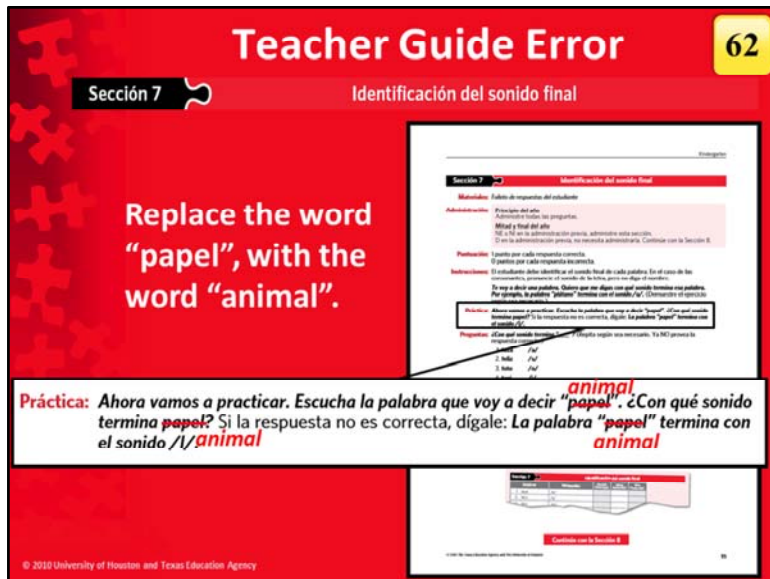
## Key Points

- Students must identify the final sound in a word.
- In First grade, after completing this section, use the scores from both sections 1 and 2 to determine final score and performance level.
- NI performance level information is in a different color to draw teacher's attention and reinforce importance of intervention with students scoring at this level.
- This task appears both in First Grade and Kindergarten.



## Notes





### SAY:

Unfortunately, even after much careful editing, we found an error in Kindergarten section of this task, Section 7 (Identificación del sonido final). The error appears in the practice item section. This error **ONLY** occurs in the Puzzle Piece version of the Tejas LEE. It was corrected in the Confetti Version.

Currently the practice for this section reads as follows:

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir “papel”. ¿Con qué sonido termina papel? Si la respuesta no es correcta, dígame: La palabra “papel” termina con el sonido /l/.

Unfortunately, the practice item is the same as item #7 on this section. Be certain that your teachers correct the practice item as follows:

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir “animal”. ¿Con qué sonido termina animal? Si la respuesta no es correcta, dígame: La palabra “animal” termina con el sonido /l/.

Teachers should cross out the word “papel” and replace it with “animal” in the Teacher Guide in all three places in this paragraph where it occurs.

This **DOES NOT** have to be corrected on first grade Section 2 because “papel” is **NOT** a test item in first grade. If you use an electronic version of the Tejas LEE, the corrected practice item will be in your PDA.



## Key Points

- In the Puzzle Piece version of the Tejas LEE kit, Kindergarten, Section 7, there is an error in the practice item.
- Teachers should cross out the word “papel” in the practice item, and replace it with the word “animal”.
- This error does not apply to the First grade version of this task.
- The error was corrected in the confetti version of the Tejas LEE.



## Notes

**Sección 3** **Unión de los sonidos** **63**

**Instrucciones:** El estudiante debe decir la palabra que se forma al unir los sonidos de algunas letras. Pronuncie los sonidos de las letras, pero no diga el nombre de la letra. Es importante no distorsionar los sonidos individuales. Antes de decir las palabras en voz alta, dígalas en silencio a sí mismo para pronunciar los sonidos correctamente. Al decir los sonidos, es importante dejar pausas claras entre cada uno para evitar unirlos para los estudiantes. *Te voy a decir muy despacio los sonidos que forman unas palabras. Quiero que me digas las palabras que se forman al juntar los sonidos. Por ejemplo, si digo /c/ /o/ /n/, la palabra que se forma es "con".*

**Práctica:** Ahora vamos a practicar. Si digo /s/ /o/ /l/, ¿qué palabra se forma?  
Si la respuesta no es correcta, dígame: Si junto los sonidos /s/ /o/ /l/, la palabra que se forma es "sol".

**Preguntas:** Si digo /\_/\_/\_/\_/\_/\_..., ¿qué palabra se forma? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. /t/ /e/ /ch/ /o/	techo
2. /f/ /i/ /s/	gis
3. /c/ /a/ /y/ /e/	calle
4. /y/ /e/ /m/ /a/	yema
5. /b/ /u/ /r/ /o/	burro
6. /v/ /e/ /l/ /o/ /z/	veloz
7. /p/ /l/ /u/ /m/ /a/	pluma
8. /r/ /e/ /g/ /l/ /a/	regla

**Continúe con la Sección 4**

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This slide has 2 ✓ ☆ CLICKS of animation.

#### DO:

Tell participants that when they pronounce the individual sounds (phonemes) for this section, they should do so at a deliberately slow pace. If the sounds are read too quickly, the teacher may actually be blending them together for the student, thus invalidating results. An ideal administration of this section, that includes appropriate pausing lengths is available on the Tejas LEE website.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

#### SAY:

*In first grade, there is no performance level for Sección 3. This section is scored together with Sección 4. Go on to Sección 4 after completing this part.*

*Note that this section also appears in Kindergarten (Section 8) and in the MPLE.*



## Key Points

- Students must blend phonemes into words.
- When administering this section, teachers should leave distinct pauses between each sound to avoid blending for students.
- In first grade, after completing this section, move to section 4 as the scores from both sections will be combined to determine final score and performance level.
- This task appears in Kindergarten, First Grade, and the MPLE.



## Notes



**Sección 4** Segmentación de los sonidos **64**

**Instrucciones:** El estudiante debe dividir las palabras en sonidos. Primero, diga la palabra en silencio a sí mismo para que pueda reconocer fácilmente si el estudiante pronuncia los sonidos correctamente.

**Te voy a decir unas palabras que quiero que dividas en sonidos. Por ejemplo, voy a dividir la palabra "sopa" /s/ /o/ /p/ /a/. (Demuestre el ejercicio según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Si digo "pan", dime, ¿cómo se divide en sonidos la palabra "pan"? Si la respuesta no es correcta, digale: **La palabra "pan" se divide en sonidos /p/ /a/ /n/.** Vamos a hacer otro ejemplo. Si digo "cama", dime, ¿cómo se divide en sonidos la palabra "cama"? Si la respuesta no es correcta, digale: **La palabra "cama" se divide en sonidos /k/ /a/ /m/ /a/.**

**Preguntas:** Dime, ¿cómo se divide en sonidos la palabra "\_\_\_"? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

- ola /o/ /l/ /a/
- mesa /m/ /e/ /s/ /a/
- ella /e/ /l/ /a/
- bello /b/ /e/ /l/ /o/
- piña /p/ /i/ /n/ /a/
- jabón /j/ /a/ /b/ /o/ /n/
- árbol /a/ /r/ /b/ /o/ /l/
- verde /v/ /e/ /r/ /d/ /e/

	Principio	Mitad	Final
D	14-16	14-16	14-16
NE	9-13		
NI	0-8	0-13	0-13

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## Key Points

- Student must segment words into sounds.
- Be sure to administer both practice items before continuing with test items.
- Teachers may clap, or use any other method they normally do in class, to demonstrate this task.
- In first grade, the results from this section should be combined with scores from Section 3 to determine final score and performance level.
- This task appears in First Grade and the MPLE.

This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

**SAY:**

*Teachers may demonstrate this task by clapping out each of the sounds (phonemes) or through whatever method they use to teach this concept in their classroom. This is a fairly difficult task; for this reason, 2 practice items are provided. Teachers should always have students practice both practice items.*

**DO:**

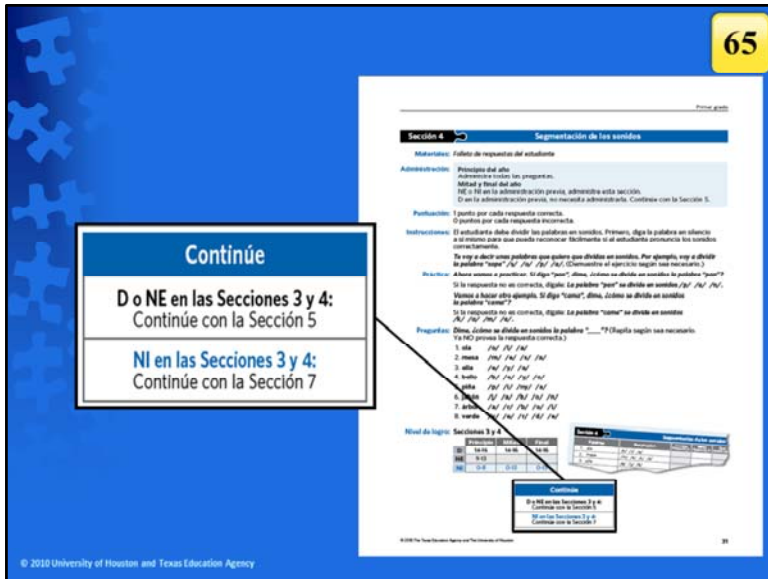
Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that in First Grade Secciones 3 and 4 produce a combined score and that this score is used to determine a student's performance level.



## Notes



### SAY:

*The combined score of Secciones 3 and 4 will be used to determine which part of the Tejas LEE is administered next. For those students unable to manipulate blend and segment phonemes, there is a strong probability that they will not be able to do the next two sections, the initial and final phoneme omission tasks. For this reason, these students skip these sections so as to avoid frustration.*

*The scores on this section will also determine whether or not the student will be administered Section 9, Dictado, at the middle and end of year administrations.*



## Key Points

- Branching rules are designed to skip over sections the students are not likely to succeed in and serve to decrease student frustration.
- In First Grade, the branching rules come into play after Sections 3 and 4.
- If the student scores NI, they branch to Section 7.
- If they score D or NE, they are allowed to move forward to Section 5.
- The student's score on these sections will also determine if they take Section 9 at MOY and EOY.



## Notes

**Sección 5** **Omisión del sonido inicial** **66**

**Instrucciones:** El estudiante debe indicar cómo suena una palabra si se omite el sonido inicial.  
*Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido.*  
*Por ejemplo, si a la palabra "piso" le quito /p/, queda "iso".*

**Práctica:** Ahora vamos a practicar. Si a "luna", le quito /l/, ¿qué queda?

Si la respuesta no es correcta, dígame: Si a "luna", le quito /l/, queda "una".

**Preguntas:** Si a "\_\_\_\_\_" le quito /\_\_\_\_\_, ¿qué queda? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. les /l/ (es)
2. cama /k/ (ama)
3. rojo /r/ (ojo)
4. llave /y/ (ave)
5. marco /m/ (arco)

**Continúe con la Sección 6**

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## Key Points

- Student must delete the initial sound in a word.
- After completing this section, move to section 6 as the scores from both sections will be combined to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

### SAY:

*The last pair of phoneme tasks in first grade deal with sound omission.*

### DO:

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

### SAY:

*Note that there is no performance level for Sección 5. This section is scored together with Sección 6. Go on to Sección 6 after completing this part.*



## Notes

**Sección 6** **Omisión del sonido final** **67**

**Instrucciones:** El estudiante debe indicar cómo suena una palabra si se omite el sonido final.  
*Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido.*  
*Por ejemplo, si a la palabra "blusa" le quito /a/, queda "blus".*

**Práctica:** Ahora vamos a practicar. Si a "pico", le quito /o/, ¿qué queda?  
 Si la respuesta no es correcta, dígame: Si a "pico", le quito /o/, queda "pic".

**Preguntas:** Si a "\_\_\_\_\_" le quito /\_\_\_\_/, ¿qué queda? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. osa /a/ (os)
2. solar /r/ (sola)
3. hacen /n/ (hace)
4. capaz /s/ (capa)
5. pared /d/ (pare)

	Principio	Mitad	Final
D	9-10	9-10	9-10
NE	0-8	5-8	
NI		0-4	0-8

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## Key Points

- Student must delete the final sound in a word.
- The results from this section should be combined with scores from Section 5 to determine final score and performance level.

This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

Draw participants' attention to the Instrucciones section.

✓ ☆ CLICK

**SAY:**

*This section is identical to the previous one, with the exception that now students need to delete the final sound.*

**DO:**

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for this task. Point out that Secciones 5 and 6 produce a combined score and that this score is used to determine a student's performance level.



## Notes

Think Turn Talk

68

Think about and discuss the following two questions with your neighbor:

- Why is phonological awareness an important skill in Kindergarten and First Grade?
- Why do you think Tejas LEE only assesses phoneme level PA knowledge in First Grade?

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## Key Points

### DO:

Have teachers “Think, Turn and Talk” with a partner about these two questions.



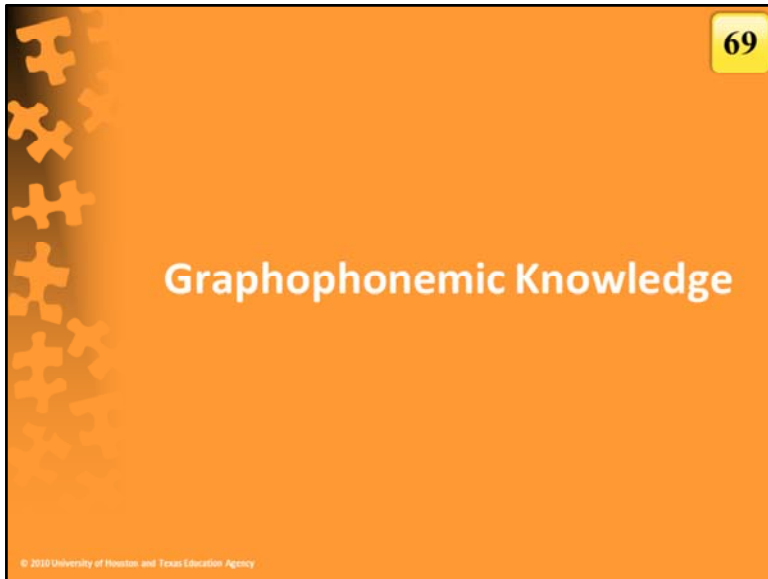
Remind participants there is a box in their participant packet for them to use to take notes from their conversation.

After about **1-2 minutes**, have pairs share and briefly discuss ideas that are provided. Be certain they make the following points:

1. Why is phonological awareness an important skill in Kindergarten and First Grade?
  - The ability to manipulate sound is an important predictor of future reading success
  - Manipulating sounds helps students distinguish different sounds
  - Combining and isolating sounds can help with decoding and later spelling
  - It is a fun activity and helps build a love for reading
  - Good phonological awareness skills makes learning how to read easier
2. Why do you think Tejas LEE only assesses phoneme level PA knowledge in First Grade?
  - Although Spanish is a syllabic language, research shows that a student’s ability to manipulate syllables and phonemes are equal predictors of reading success in Kindergarten and the PHONEME knowledge is a better predictor starting in first grade
  - Phoneme knowledge helps students with difficulties blending
  - Phoneme knowledge helps with the later transition to English



## Notes



## Key Points

### **SAY:**

*Another crucial building block of reading is GK, or graphophonemic knowledge.*



## Notes

**Graphophonemic Knowledge** 70

Students with graphophonemic knowledge:

- begin with a basic understanding of the alphabetic principle
- and progress to morphological elements of language, word reading and spelling.

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**DO:**

Read/review slide.

**SAY:**

*To read, students must know that letters represent sounds and that by combining letters, it is possible to read and write any word in the language.*

*Graphophonemic knowledge includes decoding words—including those containing letters with more than one possible sound. Students must learn the rules for choosing the correct sound and in the absence of such rules, must be able to decode through trial and error.*

*Graphophonemic Knowledge also includes reading and writing the “exceptions” (words that do not follow the rules. In Spanish, word such as “pijamas”, “iceberg” and “ballet” do not follow conventional rules for their correct pronunciation or spelling.)*



## Key Points

- Graphophonemic knowledge involves knowledge of the letters of the alphabet, the understanding of sound-symbol relationships, basic morphological elements of language, word reading, and spelling.



## Notes



**Secciones 1 y 2** Identificación de las letras y conocimiento de los sonidos **71**

**Instrucciones:** El estudiante debe decir el nombre y el sonido de la vocal o la consonante. Muéstrole sólo una letra a la vez. Utilice la hoja en blanco para cubrir el resto de las letras. Acepte cualquier sonido que produzca la letra (por ejemplo, para la letra 'c', se acepta /s/ o /k/).

**Preguntas:** ¿Cómo se llama esta letra? ¿Cuál es el sonido de esta letra?

Voy a mostrarte unas letras. Quiero que me digas el nombre y el sonido de cada letra.

1. O o	6. S s	11. N n	16. V v	21. G g	26. L l
2. A a	7. P p	12. L l	17. D d	22. Y y	27. H h
3. U u	8. M m	13. T t	18. C c	23. R r	28. X x
4. I i	9. R r	14. B b	19. K k	24. J j	29. RR rr
5. E e	10. F f	15. Z z	20. Ch ch	25. Q q	30. W w

**Nivel de logro: Sección 1 - Identificación de las letras**

	Principio	Medio	Final
D	26-30	26-30	26-30
NE	10-25	19-25	
NI	0-9	0-18	0-25

**Nivel de logro: Sección 2 - Conocimiento de los sonidos**

	Principio	Medio	Final
D	26-30	26-30	26-30
NE	10-25	19-25	
NI	0-9	0-18	0-25

This slide has 2 ✓ ☆ CLICKS of animation.

#### DO:

Remind participants that this is one of the sections that requires the use of the task cards. The instructions are written so as to allow teachers to assess both letter naming and letter-sound correspondences at the same time. This is why there are two sections and two sets of cut points. When scoring these two sections, the *Folleto* has both sections on facing pages, so it is easy to score both together.

#### SAY:

*As a helpful hint, you may find it easier to keep up with your students if you only score the errors as "zeros" as the students provide the names and letters. You can go back after the administration to fill in the "1s" for the correct responses.*

*Also note, that in the letter-sound section (Section 2), an answer is considered correct if a student supplies ANY correct sound for a given answer.*

#### DO:

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

✓ ☆ CLICK

Walk participants through the performance levels for these tasks.



## Key Points

- Students must identify the correct letter name and sound simultaneously.
- This section will require the use of the task cards included in the Tejas LEE kit, as well as a blank sheet of paper.
- Although these sections are administered and scored simultaneously, they do have separate cut points and performance levels.
- In Section 2, Letter sounds, please accept any correct sound for a given letter.



## Notes



Secciones 1 y 2 Identificación de las letras y conocimiento de los sonidos 72

### Reminder

If a student misses 5 consecutive SOUNDS, end the administration of this section.

If a student provides the letter name instead of the letter sound, it is permissible to say to the student, --Este es el nombre de la letra. Dime el sonido. (That is the name of the letter. Tell me the sound)

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**DO:**

Paraphrase slide.

Also, occasionally a student might provide the English name of a letter, rather than the Spanish name. In this case you may also prompt saying, “*Este es el nombre de la letra en inglés. Dime el nombre en español.*”

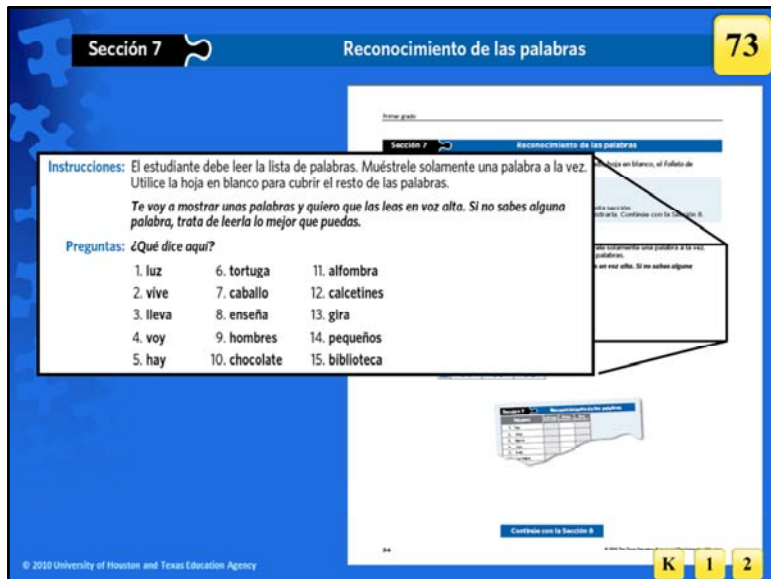


## Key Points

- If a student misses 5 SOUNDS in a row, you may stop administration of this task and move forward to the next section.
- If a student gives the letter name instead of the sound, it is permissible to prompt them.



## Notes



This slide has 2 ✓ ☆ CLICKS of animation.

#### SAY:

*The first Graphophonemic task on the First Grade Texas LEE is word reading.*

#### DO:

Remind participants that this is one of the sections that requires the use of the task cards.

Remind teachers that having the blank sheet of paper for this activity is critical so that the students do not lose their place or become intimidated by the number of items he/she is to read.

✓ ☆ CLICK

Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.

#### SAY:

*This task also appears in Kindergarten (Section 9) and in Second Grade (Section 1).*

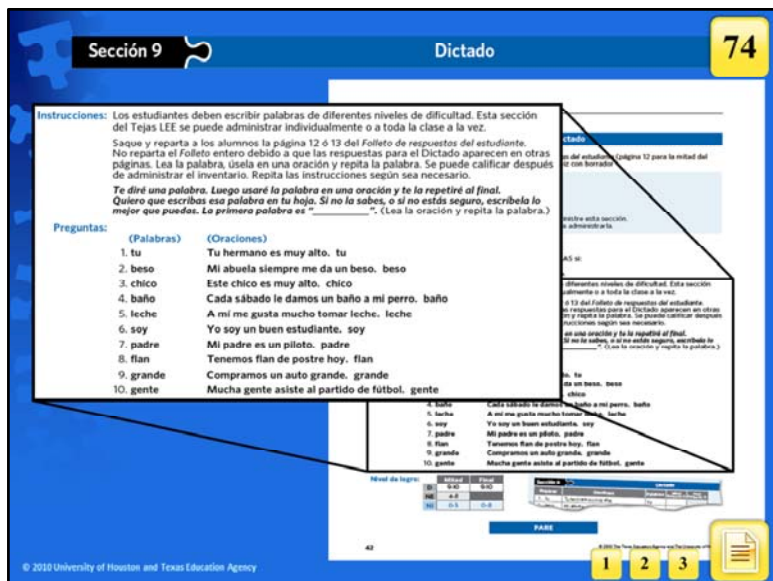


## Key Points

- Students must read a list of words.
- This section will require the use of the task cards included in the Texas LEE kit, as well as a blank sheet of paper.
- Use a blank sheet of paper to uncover one word at a time.
- This task also appears in Kindergarten (Section 9) and Second Grade (Section 1).



## Notes



**SAY:** Student spelling knowledge in First Grade is assessed at MOY and EOY. There is no Spelling assessment at Beginning of Year because there is NO expectation that First Grade students will know how to spell that early in the school year. The spelling word list for first grade is the same at MOY and EOY so, if a student scores Desarrollado at the MOY administration, this section DOES NOT need to be re-administered at EOY.

Let's go over the directions. In First Grade this section will not be administered to every student, it will be given only to students scoring D/NE on sections 3-4. You may administer Dictado in small group format or individually. The Folleto de respuestas del estudiante does contain sheets for your students to write the Dictado (Spelling) test. However, you should either make photocopies for your students to use or use a different sheet of paper. DO NOT allow your students to work directly in the booklets as the answers to each spelling test are on different pages of the Folleto.

\*\*\*\*Please note, that in second and third grade, the Dictado is administered to all students. In addition, the Dictado must be given at each time point as the list of words differs each time. It may be administered to the entire class at one time.\*\*\*\*

**DO:** Read the directions to participants or allow them to read the directions aloud. Then read the first two or three items from the BOY assessment. Point out to participants that for each item, they should read the word, then the sentence, then the word once again.



Draw participants' attention to the spelling convention/TEKS correlation sheet handout. Go over a few words with participants.

**SAY:** There is a Tejas LEE module on spelling and a series of tools available for the Spelling Section. It is highly recommended that all first, second and third grade teachers be trained on this module and the tools for instruction. The tools can be found on the Tejas LEE website.



## Key Points

- Students must correctly spell a list of words.
- In first grade, this section is administered at MOY and EOY, but *only* to those students who scored D/NE on Sections 3 and 4.
- In first grade, if a student scores D on this section during MOY, they do not need to re-take it during EOY.
- In second and third grade, the Dictado section is given at each time point. Each timepoint has a different list of words. This section may be administered to the entire class at one time.
- Do not allow your students to work directly in the Folleto, either make photocopies for students to use or use a blank sheet of paper.



## Notes

# First Grade Spelling

## MOY, EOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
tu		22F
beso	b vs. v	22Dv; 22F
chico	ch digraph; c vs. k	22Dv; 22F
baño	b vs. v; ñ sound	22Dv; 22F
leche	ch digraph	22F
soy	y vs. i	22Dv; 22F
padre	dr blend	22Dii; 22Dv; 22E; 22F
flan	fl blend	22E; 22F
grande	gr blend; nd cluster	22Dii; 22E; 22F
gente	soft g vs. j; nt cluster	22Dv; 22F

## Second Grade Spelling

### BOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
sapo	initial /s/ sound	23Av; 23D
debe	b vs. v	23Av; 23D
mamá	diacritical agudo word	23D; 23E
fino	y vs. i	23Av; 23D
perro	digraph rr; rr vs. r	23Ai; 23Av; 23D
gasta	st cluster, hard g sound	23Av; 23D
flores	fl blend, final /s/ sound-plural	23Aii; 23B; 23D
alarma	rm cluster; r vs. rr	23Aii; 23Av; 23D
miedo	ie diphthong	23D
imanes	final /s/ sound-plural	23Av; 23D

### MOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
piña	ñ sound	23D
drama	dr blend	23Aii; 23B; 23D
llorar	ll vs y, rr vs. r	23Aii; 23Av; 23D; 23E
muchacho	ch digraph	23D
galleta	ll vs. y	23Av; 23D
baila	ai diphthong; b vs. v	23Av; 23D
dulce	soft c	23Av; 23D
cuello	ue diphthong; ll vs. y; c vs. k	23Av; 23D
guante	hard g, ua pattern; nt cluster	23D
quemar	qu spelling pattern	23Aii; 23Aiv; 23D; 23E

### EOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
clavo	cl blend; b vs. v; c vs. k	23Av; 23B; 23D
raza	s vs. z vs. c; initial /rr/ spelled r	23Ai; 23D
pensé	diacritical agudo word	23D; 23E; 23H
enseña	ñ sound; ns cluster	23D
tarjetas	g vs. j; final /s/ sound-plural	23Aii; 23Av; 23D
hormiga	initial silent h; rm cluster	23Aii; 23Aiii; 23D
carrera	rr digraph; c vs. k	23Ai; 23Aii; 23Av; 23D
felices	soft c; z to ces pattern	23Av; 23C; 23D
juguete	gue spelling pattern	23Aiv; 23Av; 23D
girasol	soft g vs. j	23Aii; 23Av; 23D; 23E

# Third Grade Spelling

## BOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
feliz	unstressed final z; c vs. s vs. z	24Av
luces	z to ces; c vs. s vs. z	24Av; 24C
zapato	s vs. c vs. z	24Av
abrió	agudo word; br blend, hiatus, tense	24B; 24Ei; 24G; 24J
coser	s vs. c vs. z; c vs. k	24Av
lluvia	ll vs. y; b vs. v; ia diphthong	24Av; 24G
bilingüe	b vs. v; ng cluster; dieresis	24Aiv; 24Av
lentamente	nt cluster; mente stable ending	24D
daríamos	esdrújula word; hiatus; tense	24F; 24G; 24J
vergüenza	rg cluster; dieresis; nz cluster; b vs. v	24Aiv; 24Av

## MOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
tumbó	agudo word; mb cluster; tense	24Avi; 24Ei; 24J
toque	qu pattern	24Av
fijen	j vs. g	24Av
quiero	qu pattern; ie diphthong; soft r	24Aii; 24Av; 24G
garaje	j vs. g; soft r	24Aii; 24Av
lápices	esdrújula word; z to ces; c vs. s vs. z	24Av; 24C; 24F
terrible	hard r vs. rr; bl blend	24Ai; 24Av; 24B
abrelatas	compound word; br blend	24B; 24D
cumpleaños	compound word, ñ, mpl cluster; c vs. k; hiatus; tense	24Av; 24D; 24G
paraguas	compound word; soft r	24Aii; 24Av; 24D

## EOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
hacia	silent h; c vs. s vs. z; ia diphthong	24Aiii; 24Av; 24G
guerra	gue pattern; hard r vs. rr	24Ai, 24Aiv, 24Av
social	c vs. s vs. z; ia diphthong	24Av, 24G
apague	gue pattern	24Aiv
general	g vs. j; soft r	24Aii, 24Av
invierno	b vs. v; nv cluster; ie diphthong, rn cluster	24Av, 24Avi, 24G
serrucho	hard r vs. rr, ch digraph, c vs. s vs. z	24Ai, 24Av
medianoche	compound word, ia diphthong; ch digraph	24D, 24G
explicación	x; pl blend; ción stable ending	24B, 24D, 24Ei, 24G
miniatura	ia diphthong; soft r	24Aii, 24Av, 24G



## Key Points

### **SAY:**

*Now we will move on to fluency. Fluent readers direct attention toward text meaning. Word decoding is automatic and they are able to read with speed, accuracy and proper expression while comprehending text.*



## Notes

76

## Fluency

Fluency is not hurried reading. Students who are fluent readers are able to:

- Read words accurately
- Immediately recognize words without decoding
- Chunk text into meaningful phrases
- Read text with the appropriate expression
- Combine phrasing, expression and intonation during reading

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### SAY:

*Improving fluency does not necessarily mean an increase in a student's reading rate. Fluency is much more than rate. It also encompasses the ability to read with proper accuracy, automaticity, phrasing, expression and prosody. Fluency is the bridge between word recognition and comprehension. Let's briefly touch upon each of these components of fluency.*

**Rate** refers to the speed at which text should be read. Proper rate will vary. Good readers will increase rate to read a selection in which an auctioneer is soliciting bids and slow down when reading a solemn speech.

**Accuracy** refers to the ability to read words correctly.

**Automaticity** refers to the immediate recognition of words without decoding.

**Phrasing** is the chunking of individual words into appropriate statements or phrases that aid in determining meaning.

**Expression** refers to the characterization or voice that is used during reading. This would include reading the dialogue of a sports announcer with an excited voice, including the drawl in a Southern character's dialogue, and using a conspiratorial tone when a criminal plots their next crime.

**Prosody** is the combination of phrasing, intonation and expression during reading. In prosody, you might actually in your mind's ear hear the emotion in a father's voice as he is making a toast at his daughter's wedding, you can hear both the joy and the sadness in his voice, and perhaps, even the cracks in his voice as he struggles to hold back tears.

*Prosody can even exist at the single word level. Let's take the word "DUDE". Say Dude like you are very disappointed in that person. Note the intonation and the elongation of the word. Now say it like you are really proud of him.*



## Key Points

- Fluency is not hurried or fast reading.
- Fluent reading involves the following:
  - Rate
  - Accuracy
  - Automaticity
  - Phrasing
  - Expression
  - Prosody



## Notes



**How is fluency measured on the Tejas LEE?** 77

Fluency is measured on the Tejas LEE by calculating the PLCPM

Palabras  
Leídas  
Correctamente  
Por  
Minuto

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**DO:**

Paraphrase slide.

**SAY:**

*Although, there are many elements to fluency as mentioned in the previous slide, the one that is easiest to objectively measure is reading rate. In the Tejas LEE we measure this by calculating the PLCPM, referred to in English as the words correct per minute, WCPM. Let's look at how to calculate your students' reading rates.*



## Key Points

- Rate is measured on the Tejas LEE by calculating the words read correctly per minute.



## Notes

**Determining Accuracy** 78

Si el estudiante lee incorrectamente 3 palabras en la primera oración o 32 o más palabras durante el transcurso de la lectura, PARE y continúe con el cuento 2.

**Exactitud de lectura**

	Marque en el cuadro la cantidad de errores	Errores
<b>Fru</b>	32 o más errores	
<b>Ins</b>	De 14 a 31 errores	
<b>Ind</b>	13 o menos errores	

IF A STUDENT HAS AN ACCURACY SCORE OF NIVEL DE FRUSTRACION, **DO NOT** CALCULATE THE FLUENCY RATE OR ASK THE COMPREHENSION QUESTIONS

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This slide has 1 ✓ ☆ CLICK of animation.

**SAY:**

*Accuracy is different from fluency. Accuracy refers to the error-free reading of the text.*

*The following are counted as errors on the Tejas LEE: mispronunciations, omissions, reversals, substitutions, and hesitations longer than 3 seconds.*

*The following are NOT counted as errors: repetitions, insertions, and self corrections.*

*In addition, if a student miscalls 3 words or more in the first sentence, stop the administration of the story. If the student is reading story #1, continue on to story 2.*

*On the Tejas LEE, we have three Accuracy levels:*

**Nivel independiente:** 95% or better of words read correctly

**Nivel de instrucción:** from 88% to 94% of words read correctly

**Nivel de frustración:** Less than 88% of words read correctly.

**DO:** ✓ ☆ CLICK

Draw participants attention to the text box at the bottom of the slide. Paraphrase the information.



## Key Points

There are three accuracy levels in the Tejas LEE:

- Nivel independiente
  - Nivel de instrucción
  - Nivel de frustración
- If a student miscalls 3 or more words in the first sentence of a story, stop administration of that story and score as Nivel de frustración. If this occurs during Story 1, the student must still attempt Story 2.
  - Errors: mispronunciations, omissions, reversals, substitutions, hesitations longer than 3 seconds
  - Not errors: repetitions, insertions, self corrections



## Notes

## Calculating the PLCPM Rate 79

2 Tiempo			3 Proporción de la fluidez de la lectura								
Min : Seg	=	Total (en seg.)	Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
1 : 07	=	67	35	-	2	=	33	÷	67	x 60 =	30

$1 \times 60 = 60 \text{ sec.}$   
 $60 + 7 = 67$

$35 - 2 = 33$

$33 \div 67 \times 60 = 29.55$   
 Rounded off to 30

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This slide has 3 ✓ ☆ CLICKS of animation.

### SAY:

*In order to determine the fluency rate, a table is provided in the Folleto de respuestas del estudiante. If you are using an electronic form of the Tejas LEE, your device will automatically calculate the fluency rate for you. The first step is to convert the time it took your student to read the story into seconds.*

### ✓ ☆ CLICK

*Multiply the number of minutes by 60 and add this amount to the seconds. In the example provided, (point to the screen) we multiplied 1 minute by 60 and added this amount to 7 for a total time of 67 seconds.*

### ✓ ☆ CLICK

*The next step is to determine the number of words read correctly. The total number of words in the story is printed in your Folleto. In the example, the total is 35. Subtract the number of errors the student read and the result will be the total number of words read correctly. In our example 35 total words minus 2 errors equals 33 words read correctly.*

### ✓ ☆ CLICK

*Finally, divide the number of words read correctly (33) by the number of seconds and multiply the results by 60. This will give you the total number of words read correctly per minute (In Spanish PLCPM). Round this number off to the nearest whole number.*

### DO:



Have your participants calculate fluency for the examples in their participant packet.



## Key Points

- To determine fluency rate:
  1. Convert total time read into seconds only.
  2. Subtract number of errors made from total number of words in story to determine number of words read correctly.
  3. Divide total number of words read correctly by total number of seconds and multiply by 60.
  4. Round to the nearest whole number.



## Notes

Answers to Fluency Activity:

1. 60 plcpm
2. 69 plcpm (68.57, rounded)
3. 74 plpcm (74.299, rounded)



## Key Points

**SAY:**

*Measuring a student's ability to comprehend through either listening or reading text is another goal of the Texas LEE.*

*The ultimate goal of print is to communicate ideas and concepts. Comprehension involves the integration of phonological awareness, graphophonemic knowledge, fluency and vocabulary knowledge.*



## Notes

**Comprehension** **81**

Students who are able to comprehend draw from a variety of strategies. These include:

- Using background knowledge
- Making connections
- Identifying main idea and important details
- Summarizing text
- Making inferences
- Understanding vocabulary and concepts

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**DO:**  
Paraphrase slide.



## Key Points

- Comprehension is the ability to extract meaning from text.
- Comprehension problems can also stem from problems in foundation skills: phonological awareness, graphophonemic knowledge, fluency and vocabulary knowledge.
- Student background knowledge and knowledge of comprehension strategies is also important.



## Notes

## Comprehension Questions

82

### ¿Y qué más?

- Suggested answers are provided for each question. However, teachers should use their professional judgment to determine if a question is correct.
- If a question requires more than one answer, a teacher may prompt the student with “¿Y qué más?”
- These reminders appear before every set of questions.

Las respuestas a continuación son las más comunes pero no todas las posibles. Puede usar su criterio profesional para determinar si las respuestas de sus alumnos son correctas. Si una pregunta requiere más de una respuesta, es permisible decirle al estudiante. —¿Y qué más?

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#### **SAY:**

*Before beginning the listening and reading comprehension questions, there is a paragraph that talks about acceptable answers. Each of the Tejas LEE listening comprehension stories was field tested with hundreds of students. The questions asked on the Tejas LEE are open-ended and it is likely that some of your students will provide answers not given in the guide. In situations where there are multiple correct answers, space limitations do not allow us to list every possible correct answer.*

*Teachers should use their professional judgment to decide whether or not an answer provided by a student answers the question asked and may score the response accordingly.*

*If a question requires more than one answer, you may prompt a student to provide an additional response by asking: ¿Y qué más?*

*Let’s take a closer look at the actual test sections.*



## **Key Points**

- The list of suggested answers is not exhaustive. Due to space limitations, only the most common are listed.
- Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- If a question, requires more than one answer, the teacher may prompt “¿Y qué más?”



## **Notes**

**Comprehension Questions Format** 83

¿Por qué dijo Danielito que el cocodrilo lo había atacado?

Respuesta: él quería echarle la culpa al cocodrilo, para que su mamá no lo regañara a él

Se requiere una sola respuesta.

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This slide has 3 ✓ ☆ CLICKS of animation.

**SAY:**

*Each question has several features of which you should be aware.*

✓ ☆ **CLICK**

*First, what is read to the student is presented in bold faced, italic type.*

✓ ☆ **CLICK**

*Second, possible answers are provided after the word RESPUESTA. Just because an answer your student gave is not listed does not necessarily mean the answer is incorrect. Evaluate whether your student answered the question correctly and score it appropriately.*

✓ ☆ **CLICK**

*Third, when more than one answer is provided, the Guía will indicate how many answers your student must provide. In the example shown above, only one of the two answers provided is necessary.*



## Key Points

- Questions that are to be read to students are presented in ***bold-faced italic type***.
- Suggested answers are listed below each question. This list is not exhaustive. Only the most common answers are listed. Teachers should use their professional judgment to determine if an answer is correct or incorrect.
- If more than one answer is possible, the question will indicate how many are required in order to be scored as correct.



## Notes



**Sección 10** Comprensión auditiva—Principio del año **84**

**Sección 10** Comprensión auditiva—Principio del año

Preguntas de comprensión de "Un día en la playa" (Cuento 1)

	Puntos (0,1)
1. ¿Cuál es el escenario de este cuento? Respuesta: la playa	
2. ¿Cuándo van los niños a la playa? Respuesta: los fines de semana, durante el verano. Se requiere una sola respuesta.	
3. ¿Qué construyen los niños? Respuesta: castillos de arena	
4. ¿Qué parte del castillo forma el papá? Respuesta: las puertas, las ventanas. Se requiere una sola respuesta.	
5. Después de que construyen el castillo, ¿qué hacen los niños? Respuesta: nadan, buscan conchas. Se requiere una sola respuesta.	
6. ¿Cuándo termina el día en la playa para los niños? Respuesta: cuando baja el sol	
<b>TOTAL:</b> (e puntos)	
<b>Nivel de logro:</b> Trace un círculo alrededor del nivel apropiado.	<input type="radio"/> D 5-6 <input type="radio"/> NI 0-4

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## Key Points

- Students will listen to a story read by the teacher and answer six comprehension questions.
- Each administration time point has a different story.

### SAY:

*In Kindergarten, the listening comprehension section begins with you reading the story from the Teacher Guide to each of your students individually. Each administration has its own story.*

### DO:

Point to the black circle around "Principio del año".

### SAY:

*Be certain you are reading the correct story for your administration. Once you have read the story, there are a series of comprehension questions that you will ask the student. The questions appear in both the Teacher Guide and in the Folleto de respuestas del estudiante. You will score the student's answers in the Folleto. On this screen is a shot of the BOY listening comprehension story.*



## Notes



**Sección 10** Comprensión auditiva—Principio del año **85**

**Sección 10** Comprensión auditiva—Principio del año

Preguntas de comprensión de "Un día en la playa" (Cuento 1)

Puntos (0-3)	Explicitas	Implícitas
1.	¿Cuál es el personaje principal de este cuento?	
2.	¿Cuándo sucede la historia?	
3.	¿Qué hace el papá?	
4.	¿Qué hacen los niños?	
5.	¿Dónde sucede la historia?	
6.	¿Cuál es el problema?	
<b>TOTAL</b> (6 posibles)		

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

**D** 5-6  
**N** 0-4

**Pare**

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## Key Points

- At BOY, all six comprehension questions are explicit.

This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*At the beginning of year administration, all of the questions asked on the listening comprehension story are Explicit.*

✓ ☆ CLICK

*Once you total the correct answers, write this amount in the TOTAL box and circle the appropriate Performance Level.*



## Notes

**Sección 10** **Comprensión auditiva—Final del año** **86**

**Sección 10** **Comprensión auditiva—Final del año**

**Preguntas de comprensión de "Mario el mago" (Cuento 3)**

	Puntaje (0-1)
<b>Explícitas</b>	
1. ¿Qué ropa usa Mario durante sus espectáculos? Respuesta: un traje negro, un sombrero grande Se requiere una sola respuesta.	
2. Nombra dos trucos que puede hacer Mario. Respuesta: sacar monedas de orejas, sacar cartas, hacer aparecer personas, trucos con barajas. Se requieren dos respuestas.	
3. ¿Cómo Mario hace desaparecer a la niña? Respuesta: dice palabras mágicas. Se requiere una sola respuesta.	
4. ¿Qué hace Mario cuando desaparece su hermana? Respuesta: se queda solo. Se requiere una sola respuesta.	
<b>Implícitas</b>	
5. ¿Cuál de sus trucos hace desaparecer gente? Respuesta: dice palabras mágicas. Se requiere una sola respuesta.	
6. ¿Cómo sabe Mario que es un buen mago? Respuesta: todos los niños que hacen desaparecer a la gente. Se requiere una sola respuesta.	
<b>TOTAL:</b> (6 posibles)	
<b>Nivel de logro:</b> Trace un círculo alrededor del nivel apropiado.	

**Continúe**

**D** en las Secciones 4 y 5; Continúe con la Sección 11.

**NI** en las Secciones 4 y 5; PARE.

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## Key Points

- At MOY and EOY, there will be four explicit questions and two implicit questions.
- The gray bar on left hand side will serve as a quick reference as to the type of question.
- Teachers will need to total the number correct of each type of question, before determining the total correct.

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### SAY:

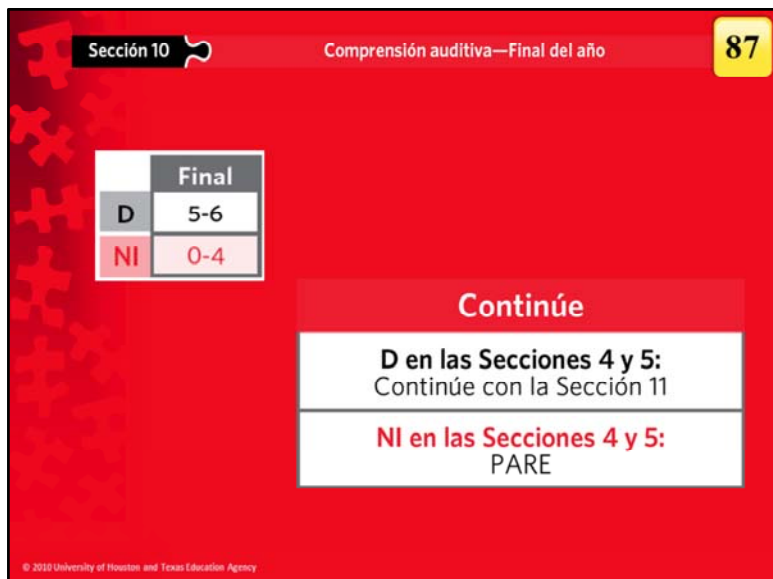
At Middle and End of Year, there are both explicit and implicit questions. You can total each separately (Point out the red circle.)

✓ ☆ CLICK

The implicit questions will always be # 5 and 6 on the Tejas LEE Kindergarten and are identified in the band on the left hand side of the questions.



## Notes



### SAY:

*Each story has its own performance cut points. For listening comprehension, 5-6 is Desarrollado and 0-4 is Nivel de intervención as shown on the screen shot above. The FINAL written in the box above the score refers to the administration time point (in this case End of Year).*

*Also note that during the End of Year administration, Section 10 will branch some students to Reading Comprehension. This is done by looking at the student performance on Sections 4 and 5. If your student was Desarrollado on these combined score of these two sections, the student will go on to Reading Comprehension. If, however, your student scored Nivel de intervención on the combined score, they do not attempt Reading Comprehension. Their administration is ended.*

### DO:

Walk participants through the performance levels for this task. If time permits, allow participants to practice the Listening Comprehension section.



## Key Points

- At all three administration time points, the performance levels will be:
  - D=5-6
  - NI=0-4
- At BOY and MOY, Listening Comprehension will be the last section administered.
- At EOY, after completing the listening comprehension section, students may move on to Section 11, Reading Comprehension, but only if they scored D on Sections 4 and 5.



## Notes

**Sección 11** **Comprensión de lectura—Final del año** **88**

**Sección 11** **Comprensión de lectura—Final del año**

**Materiales:** El Cuaderno de lecturas (Final del año: El bebé), el Folleto de respuestas del estudiante

**Administración:** Final del año  
Administre todas las preguntas.

**Puntuación:** 1 punto por cada pregunta que el estudiante conteste correctamente.  
0 puntos por cada pregunta que el estudiante conteste incorrectamente.

**Instrucciones:** El estudiante debe leer el cuento en voz alta y contestar las preguntas correspondientes. Léale las instrucciones y pídale que lea el cuento en voz alta. Si el estudiante comete tres errores en la primera oración, pare la administración de este cuento.

**Instrucciones:** El estudiante debe leer el cuento en voz alta y contestar las preguntas correspondientes. Léale las instrucciones y pídale que lea el cuento en voz alta. Si el estudiante comete tres errores en la primera oración, pare la administración de este cuento.

estudiante. —¿Y qué más?

**Explicita:** 1. ¿Qué tuvo la mamá?  
Respuesta: un bebé

**Explicita:** 2. ¿En dónde está el bebé?  
Respuesta: en su cuna

**Explicita:** 3. ¿Qué toma el bebé?  
Respuesta: toma leche

**Nivel de logro:**

	Final
D	2
NI	0-2

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This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*Reading comprehension in Kindergarten is ONLY assessed at EOY. There is one story for reading comprehension.*

*There are several things to keep in mind when administering the reading comprehension section. First, remember, not all of your students will take this section. Those students who were NI in Sections 4 and 5 at EOY are branched past this section.*

✓ ☆ CLICK

*Second, if a student makes three errors in the first sentence of the story, you should stop the administration so as not to frustrate him/her. In this case, the administration is ended. You DO NOT ask the comprehension questions. Simply enter NI as the comprehension score for this section.*



## Key Points

- Students will read a short passage and answer three explicit comprehension questions.
- In Kindergarten, Reading Comprehension is only assessed at EOY.
- Remember, students will only be administered this task if they scored D on Sections 4 and 5.
- If student makes 3 errors or more in the first sentence, please stop administration of this section and score the comprehension as NI.



## Notes

Sección 11 Comprensión de lectura—Final del año 89

Kindergarten

Sección 11 - Final del año  
El bebé

→ Mi mamá tuvo un bebé.  
El bebé está en su cuna.  
El toma

Sección 11 Comprensión de lectura—Final del año

Preguntas de comprensión de "El bebé" (Cuento 4)

Pregunta	Respuesta	Puntos (0/3)
1. ¿Quié tuvo la mamá?	Respuesta: un bebé	
2. ¿En dónde está el bebé?	Respuesta: en su cuna	
3. ¿Quié toma el bebé?	Respuesta: toma leche	

TOTAL: (3 puntos)

Nivel de logro:  
Trabaja en el nivel apropiado del nivel apropiado

Nivel	Puntos
D	3
NI	0-2

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## Key Points

- Students will read the story from the Student Story Booklet.
- Students should begin reading with the first word.
- Students will be administered three explicit questions.
- Performance level for this task is: D=3 NI=0-2

This slide has 3 ✓ ☆ CLICKS of animation.

### SAY:

*The student version of the story is located in the Cuaderno de lecturas (the pink Story Booklet), under the Kindergarten Final del año tab. Your students should start reading with the first word of the story, not the story title, as shown by the arrow.*

### ✓ ☆ CLICK

*After the student finished reading, ask him/her the three comprehension questions for this story located in the Folleto de respuestas del estudiante and score the responses.*

### ✓ ☆ CLICK

*After scoring the answers, look on your performance level table to see whether your student is D or NI on this section.*

### DO:

### ✓ ☆ CLICK

Walk participants through the performance levels for this task. Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.



## Notes

## Reading Comprehension

### Grades 1-3

90

- Students read 2 stories at each administration
- Students always read/attempt both stories

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1

2

3

#### **SAY:**

*Starting at First grade, the reading comprehension section always has two stories. Always administer both stories at each time point. Even if a student is Nivel de frustración on Story 1, the student should always attempt Story 2.*



#### **ADDITIONAL INFORMATION FOR PRESENTER:**

Students are assessed on two stories at each time point. There are many benefits to having students read more than one story. The first is student interest. If only a single story is read at each time point, results may be skewed if a student simply has little or no interest in the content of the story. By having two stories, there is a much greater likelihood that students will have an interest in at least one story. This will give a more reliable score of performance.

In addition, different genres of reading are assessed. In many cases there will be one narrative and one expository story. Student performance on different literary genres can give insights into a student's relative strengths and weaknesses.

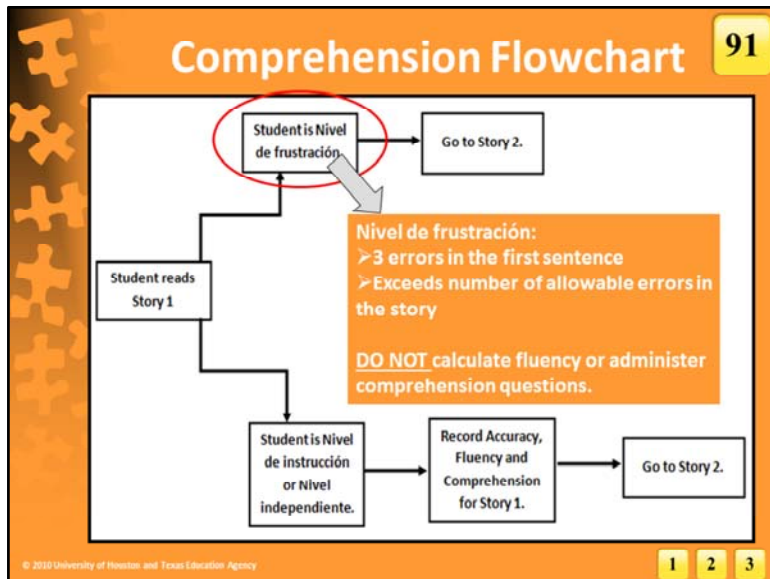


## **Key Points**

- Students must always read/attempt both stories at each time point.
- Student interest and story genre can have an impact on results. As such, reading two stories will provide teachers with valuable information.



## **Notes**



## Key Points

A student can store *Nivel de frustración* by doing one of the following:

- Scoring 3 or more errors in the first sentence.
- Exceeding the allowable number of errors on the pre-determined *Nivel de Frustración* cutpoint for a particular story.

This slide has 1 ✓ ☆ CLICK of animation.

### DO:

Walk participants through the logic of the flowchart. Do not explain *Nivel de frustración* until you bring up the text box.

✓ ☆ CLICK

### SAY:

*There are two ways in which a student may score at Nivel de frustración in a Reading Comprehension story. First, a student is considered frustrated if they make three or more errors in the first sentence. The second is if the student exceeds the number of allowable errors for that particular story. The number of errors allowed for each story is determined based on the number of words in the story. This number is found in the Folleto de respuestas del estudiante in the colored box below the story. (See next slide) IF A STUDENT IS NIVEL DE FRUSTRACION ON A STORY, YOU ONLY RECORD THE ACCURACY LEVEL. DO NOT CALCULATE THE FLUENCY RATE. DO NOT ADMINISTER THE COMPREHENSION QUESTIONS. No Fluency score is recorded for that story and the Comprehension score is recorded as NI.*

*ALL STUDENTS, regardless of performance on story 1, should also attempt to read story 2. The same Nivel de frustración rules apply to story 2.*



## Notes



**Sección 8** **Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)** **92**

Pablo tiene una mascota que se llama Lalo. Es un pato blanco. Su pico y sus patas son color naranja. A Lalo le gusta nadar en el lago. El agua del lago es muy fresca.

Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)		Puntos (0, 1)
1. mascota de Pablo?	Explícita	
2. ¿Cómo es el pato?	Explícita	
3. ¿Cómo es el pato? blanco y su pico y patas son color naranja	Explícita	
4. ¿A Lalo le gusta nadar en el lago?	Explícita	
5. ¿A Lalo le gusta nadar en el lago? es muy fresco	Implícita	
<b>TOTAL</b> (5 posibles)		
Nivel de logro: Trace un círculo alrededor del nivel apropiado.		<input type="radio"/> D <input type="radio"/> NI 0-3

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1 2 3



## Key Points

- In first grade, at BOY, there are only five comprehension questions: 4 explicit, 1 implicit.
- Grey bar next to questions will identify question type.

This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*There are 5 questions for each story on the Beginning of Year First Grade Tejas LEE. Four of the questions are explicit and one is implicit.*

✓ ☆ CLICK

*The explicit questions are the first four, followed by the implicit question. This allows you to score each separately to look for the type of questions with which your students have difficulty. Notice the two TOTAL boxes inside the blue ovals. To determine whether your students are D or NI on each story, the explicit and implicit questions are added together. A score of 4 or 5 is needed for a student to be developed on each story. A student must be D on both stories for an overall performance score of D.*



## Notes



**Sección 8** **Comprensión de lectura—Mitad del año—Cuento** **93**

Preguntas de comprensión de "El charco" (Cuento 1)		Puntos (1a, 1)
Explícitas	1. ¿Dónde quería jugar Danielito? Respuesta: afuera, en el jardín. Se requiere una sola respuesta.	
	2. ¿Qué le dijo la mamá a Danielito antes de que saliera afuera a jugar? Respuesta: que no se ensuciara	
	3. ¿Con cuáles dos animalitos jugó Danielito? Respuesta: con una rana y un cocodrilo. Se requieren las dos respuestas.	
	4. ¿Dónde estaba el charco? Respuesta: debajo del columpio. Si dice afuera, pregunte—¿Dónde afuera?	
	5. ¿Qué le pasó a Danielito cuando metió a sus animalitos al charco? Respuesta: Danielito se ensució de lodo	
	6. ¿Qué le dijo Danielito a su mamá cuando ella se enojó? Respuesta: que el cocodrilo lo había atacado	
Implícitas	7. ¿Por qué se enojó la mamá? Respuesta: porque le dijo que no se ensuciara; porque se ensució; porque estaba todo enlodado; porque estaba todo mojado. Se requiere una sola respuesta.	
	8. ¿Por qué dijo Danielito que el cocodrilo lo había atacado? Respuesta: él quería echarle la culpa al cocodrilo, para que su mamá no lo regañara a él. Se requiere una sola respuesta.	
<b>TOTAL:</b> (8 posibles)		
Nivel de logro: <b>D</b> 7-8 Trace un círculo alrededor del nivel apropiado.		

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**1 2 3**

### SAY:

*For Middle and End of Year, there are 8 questions for each comprehension story. The first six questions are explicit, the last two are implicit.*

*In second and third grade, there are 8 comprehension questions at each time point.*



## Key Points

- For first grade, at MOY and EOY, there are 8 comprehension questions: 6 explicit and 2 implicit.
- For second and third grade, there are 8 comprehension questions at each time point.



## Notes

**Reading Comprehension** 94

Primer grado

Sección 8 - Principio del año - Cuento 1  
El pato Lalo

Pablo tiene una mascota que se llama Lalo. Es un pato blanco. Su pico y sus patas son color naranja. A Lalo le gusta nadar en el lago. El agua del lago es muy fresca.

Sección 8 Comprensión de lectura—Principio del año—Cuento 1 (El pato Lalo)

Preguntas de comprensión de "El pato Lalo" (Cuento 1)

Preguntas	Puntos (0, 1)
1. ¿Cómo se llama la mascota de Pablo? Respuesta: Lalo	
2. ¿Qué tipo de mascota es? Respuesta: un pato	
3. ¿Cómo es el pato? Respuesta: blanco, blanco y su pico y patas son color naranja Se requiere una sola respuesta.	
4. ¿Qué le gusta hacer a Lalo? Respuesta: nadar en el lago	
<b>Total</b>	

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This slide has 4 ✓ ☆ CLICKS of animation.

**SAY:**

*In the Teacher's Guide, the reading comprehension instructions now include a brief one sentence introduction to each of the stories.*

✓ ☆ CLICK

*The student version of the story is located in the Cuaderno de lecturas (the pink Story Booklet). The tabs are arranged by grade level and time point. Your students should start reading with the first word of the story, not the story title, as shown by the arrow.*

✓ ☆ CLICK

*After the student finished reading, ask him/her the comprehension questions for this story located in the Folleto de respuestas del estudiante and score the responses.*

✓ ☆ CLICK

*After scoring the answers, look on your performance level table to see whether your student is D or NI on this section.*

**DO:**

✓ ☆ CLICK

Walk participants through the performance levels for this task. Either read or have a participant read through the bolded, italic (Teacher stated) text on this slide. If time permits, allow participants to practice.



## Key Points

- Students will read the story from the Student Story Booklet.
- Students should begin reading with the first word.
- Students will be administered eight comprehension questions (except for first grade BOY which will have five).
- Performance level for this task for **First Grade, BOY** is: D=4-5 NI=0-3
- Performance level at all other time points and grade levels is: D=7-8 NI=0-6
- This task appears in first, second, and third grade.



## Notes

**Determining Overall Scores** 95

Accuracy

If a student scores FRU on EITHER story, they are considered to be NI in accuracy

A score of INS or IND is necessary for a student to be D in accuracy

If a student exceeds the number of allowed errors in a story, they are FRU in that story

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1 2 3

**DO:**

Have participants pull out their “Determining the Overall Score for Reading Comprehension” handout. They will use this sheet on the next several slides.

Read/review slide.



## Key Points

- In order to receive an overall D score on accuracy, a student must score an IND or INS on both stories read.
- If a student receives a score of FRU on either story, then they are considered NI overall.



## Notes



## G1-G3 Determining the Overall Score for Reading Comprehension

### Determinando el “Resultado Global”

#### Reading Accuracy:

INS or IND on **BOTH** Stories = D overall

FRU on **EITHER** Story = NI overall

**NOTE:** If a student is FRU in accuracy, the fluency rate should not be calculated for that story, nor should you administer the comprehension questions. If you are on Story 1, ALWAYS have the student attempt Story 2

#### Reading Fluency:


There is NO D/NI performance standard for Fluency. To determine the overall fluency rate, average the rates of the two stories together. If one score is missing, the overall rate is the fluency rate of the single story.

#### Reading Comprehension:

D on **BOTH** stories = D overall

NI on **EITHER** story = NI overall





## Determining Overall Scores

Fluency


96

Average the two fluency scores together to determine the overall fluency score

There is no performance level for fluency on the Tejas LEE

There is a EOY target of approximately 60 plcpm in first grade, 90 plcpm in second grade and 110 plcpm in third grade

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1 2 3 

**DO:**

Paraphrase slide.

Participants should continue to reference their “Determining the Overall Score for Reading Comprehension” handout.

**SAY:**

*Although there is no performance level for fluency, by the End of Year administration, students should be reading approximately 60 words per minute in first grade, 90 words per minute in second grade and 110 words per minute in third grade. Keep in mind, however, that the actual number of words read per minute is NOT an end in itself. Always look at the fluency score in conjunction with the comprehension score.*



## Key Points

- In order to determine the overall fluency score, average the fluency scores from the stories.
- Fluency does not have a performance standard.
- Fluency rate should be looked at in conjunction with comprehension score.



## Notes

**Determining Overall Scores** 97

Proporción de la fluidez	
Cuento	Global
Puntaje	Promedio de puntaje
28	32
35	
FRU	28
28	

Sección 8: Exactitud, fluidez y comprensión de lectura					
Lectura	Proporción de la fluidez		Comprensión		
	Global	Cuento	Global	Cuento	Global
Nivel de logro (D, NI)	Puntaje	Promedio de puntaje	Puntaje	Nivel de logro (D, NI)	Nivel de logro (D, NI)

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## Key Points

- In order to calculate the overall fluency score, add the two fluency scores together and divide by two.
- If a student only has one fluency rate, then by default that becomes the overall score.

This slide has 3 ✓ ☆ CLICKS of animation.

### DO:

Participants should continue to reference their “Determining the Overall Score for Reading Comprehension” handout.

### SAY:

*Let’s take a look at how to determine the overall fluency score.*

✓ ☆ CLICK

*When a student has two fluency scores, simply add the two scores together and divide by two.*

✓ ☆ CLICK

*In this case,  $28 + 35$  equals 63, divided by 2 is 31.5, rounded to 32 words per minute.*

✓ ☆ CLICK

*In the second case, since this student was FRUSTRATED on the first story, there is only 1 fluency score. This single # becomes the overall fluency score.*



## Notes



**Determining Overall Scores** 98

Comprehension

If a student scores NI on either story, they are considered to be NI overall.

A student **MUST** score D on both stories for an overall score of D.

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1 2 3

**DO:**

Paraphrase slide.

Participants should continue to reference their “Determining the Overall Score for Reading Comprehension” handout.



Have participants turn to their participant packet, and practice determining the overall scores for Accuracy, Fluency and Comprehension.

Allow participants to discuss which students they feel need more assistance in Fluency.



## Key Points

- In order to receive an overall D score on comprehension, a student must score D on both stories read.
- If a student receives a score of NI on either story, then they are considered NI overall.



## Notes

**Branching Rules** 99

As mentioned in the administration guidelines, **NOT** all sections of the Tejas LEE will be administered to all students each time.

- Branching Rules have students skip sections on which they are not likely to be successful.
- Branching rules reduce student frustration.

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**DO:**

Read/review slide.

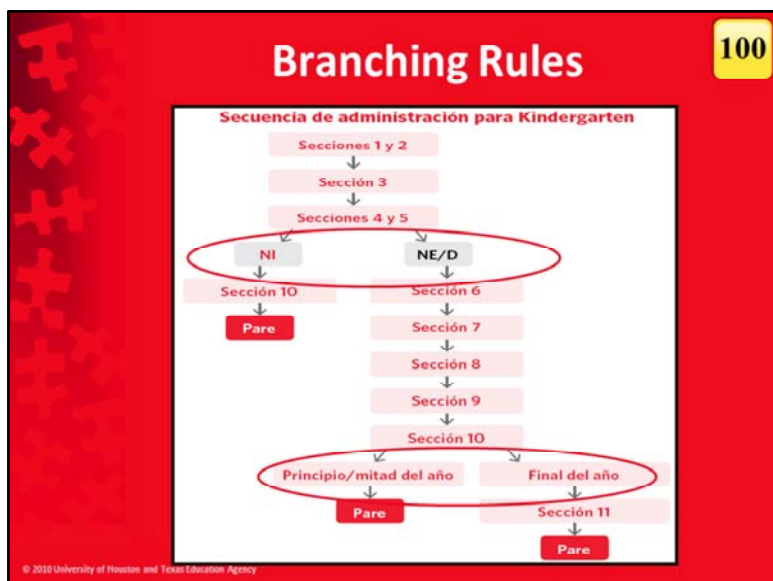


## Key Points

- Branching rules have students skip over sections in which they are not likely to succeed. This reduces student frustration.



## Notes



## Key Points

- Branching rules minimize student frustration by skipping students past sections in which they will not likely succeed. This is based on performance on easier tasks.
- Branching rules also tell teachers when certain sections should be administered.

### SAY:

*Branching rules have two functions.*

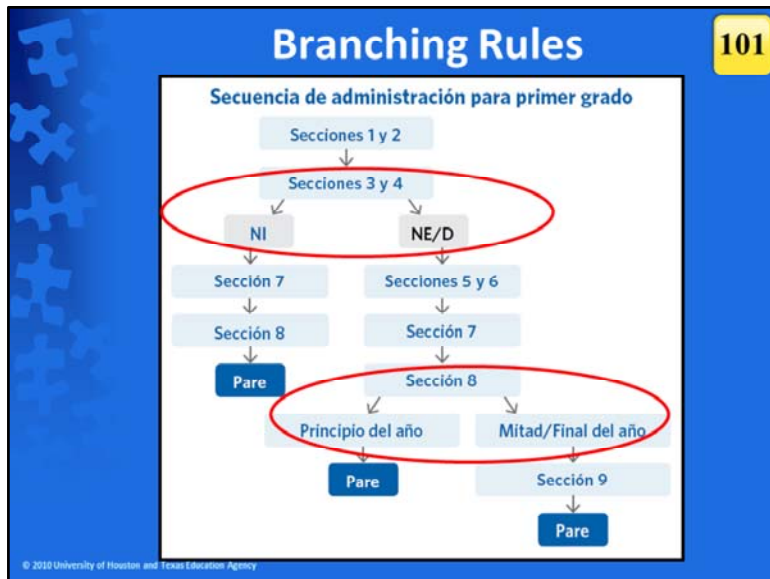
*First, branching rules are designed to minimize student frustration. They direct a teacher to skip one or more sections of the Tejas LEE based on student performance on an earlier section. Students are branched past sections on which during our field studies, we found that fewer than 5% of those tested could perform a certain task if they were unsuccessful on the previous task.*

*Second, branching rules let you know that certain sections are only given during certain administrations of the Tejas LEE. For example, in the Kindergarten example shown above, Sección 11, Reading Comprehension, is ONLY given at End of Year. At the Beginning and Middle of year administrations, the administration of the Tejas LEE ends with Section 10, Listening Comprehension.*

*Also remember, that not all students will do the Reading Comprehension section at End of Year. ONLY those students who had a D on the combined score of Sections 4 and 5 will do Reading Comprehension.*



## Notes



**SAY:**

*In the First Grade example shown above, Sección 9, Spelling, is ONLY given at Middle and End of Year. At the Beginning of Year administration, the first grade Tejas LEE assessment ends with Section 8, Reading Comprehension.*

*Also remember, that not all students will do the Dictado section at Middle and End of Year. ONLY those students who had a D/NE on the combined score of Sections 3 and 4 will do the Dictado.*



## Key Points

- Branching rules minimize student frustration by skipping students past sections in which they will not likely succeed. This is based on performance on easier tasks.
- Branching rules also tell teachers when certain sections should be administered.



## Notes

## Entry Point Rules

102

Entry Point Rules avoid re-administration of some sections on which a student has already scored **Desarrollado**.

To determine whether a section needs to be readministered, look in the colored box in the Administración section under the heading titled “Mitad y final del año”.

Sección 3
Conocimiento de rimas

**Materiales:** Folleto de respuestas del estudiante

**Administración:**

**Principio del año**  
Administre todas las preguntas.

**Mitad y final del año**  
NE o NI en la administración previa, administre esta sección.  
D en la administración previa, no necesita administrarla. Continúe con la Sección 4.

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K

1

2

**DO:**

Read/review slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

In previous versions of the Tejas LEE, Entry Point rules were referred to as Jumping-In rules.



## Key Points

- Entry Point rules have students skip sections which they have already mastered in a previous administration.



## Notes

## Entry Point Rules

103

**tejas-LEE Folleto de respuestas del estudiante** Primer grado  
Resumen de calificaciones

Nombre del estudiante: Gabriela de la Garza Maestro(a): Mr. Benavidez

Fecha de administración: 09/01/2010 Año de administración: 2009-2010 ☒ 2010-2011 ☐ 2011-2012

Destrezas	Principio del año		Medio del año		Fin del año	
	Puntaje	Nivel	Puntaje	Nivel	Puntaje	Nivel
Secciones 1-2: Identificación del sonido inicial y final	15	D				
Secciones 3-4: Unión y segmentación de los sonidos	11	NE				
Secciones 5-6: Omisión del sonido inicial y final	7	NE				
Sección 7: Reconocimiento de las palabras	10	NE				
Sección 9: Dictado						

**Example:** Applying the Entry-point rules for Sections 1 and 2, the middle-of-year administration for this student would begin with Sections 3 and 4.

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### SAY:

*Entry Point rules streamline administration of the Tejas LEE at MOY and EOY. When a student demonstrates mastery (scores Desarrollado) on certain sections of the Tejas LEE, these sections do NOT need to be re-administered during subsequent administrations.*

*For example, in First Grade, teachers do not have to re-administer the Phonological Awareness or the Graphophonemic Knowledge tasks once a student has demonstrated mastery.*

*However, READING COMPREHENSION is ALWAYS administered at each time point. It is critical to be monitoring student progress in Reading Comprehension throughout First Grade. In addition, the reading comprehension stories change with each administration of the Tejas LEE.*



## Key Points

- In general, students do not have to re-take any section in which they have scored a D previously.
- However, there are some exceptions to this rule: Listening Comprehension, Reading Comprehension, and the Dictado sections (in second and third grade) must always be given regardless of previous performance.



## Notes

## Recording Student Results 104

tejas•LEE Folleto de respuestas del estudiante Primer grado

Palabras	Respuestas	Principio Puntos (0, 1)	Mitad Puntos (0, 1)	Final Puntos (0, 1)
1. tobillo	/t/			
2. zorro	/s/			
3. humano	/u/			
4. diamante	/d/			
5. planta	/p/			

<b>TOTAL SECCION 2:</b> (8 posibles)		
<b>TOTAL SECCION 1:</b> (8 posibles)		
<b>TOTAL SECCIONES 1 + 2:</b> (16 posibles)		

<b>Nivel de logro:</b> Trace un círculo alrededor del nivel apropiado.	<b>D</b> 14-16	<b>D</b> 14-16
	<b>NI</b> 0-13	<b>NI</b> 0-13

Contínúe con la Sección 3



## Key Points

- All student results should be recorded on the Student Record Sheets

This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

Student results are recorded in the *Folleto de respuestas del estudiante* (Those using electronic versions of the Tejas LEE do not need to complete the Folletos as the forms are created electronically). Above you see a sample page from the Folleto. When completing the Folleto, you should enter NUMERICAL scores into the places provided (0 or 1) and then total them as indicated. Once you have completed a section, add up the total number of correct responses in the section and enter that score under TOTAL. Then circle the appropriate performance level (D, NE, NI).

### DO:

✓ ☆ CLICK

Point to the scoring columns and to the areas for the questions and the TOTAL area.

### SAY:

On the example shown here, you see how to record the scores when an overall score is required for two sections. On the top line, the score for the current session is recorded. Then the score for the previous session (in our example Section 1) is recorded. The two scores are added together to determine the combined score. This number is compared to the performance level and the appropriate score is circled.



## Notes



## Recording Student Results

105

tejas·LEE

Folleto de respuestas del estudiante

Kindergarten

Resumen de calificaciones

Nombre del estudiante: \_\_\_\_\_ Maestro(s): \_\_\_\_\_

Fecha de administración:

Principio del año	Medio del año	Final del año
____/____/____	____/____/____	____/____/____

Año de administración:

☐ 2019-2020
 ☐ 2020-2021

Destrezas	Principio del año		Medio del año		Final del año	
	Prueba	Medio	Prueba	Medio	Prueba	Medio
Conocimiento de la letra impresa						
Sección 1 Identificación de las letras						
Sección 2 Conocimiento de los sonidos						
Sección 3 Conocimiento de rimas						
Sección 4 Conocimiento de palabras						
Sección 5 Unión de las sílabas/ Segmentación de las sílabas						
Sección 6 Identificación del sonido inicial						
Sección 7 Identificación del sonido final						
Sección 8 Unión de los sonidos						
Sección 9 Reconocimiento de las palabras						
Sección 10 Comprensión auditiva						
Sección 11 Comprensión de lectura						



## Key Points

- Transfer results from the individual sections to the Summary page of the Student Record Sheets
- This student summary page is perforated and can be torn off and stored in their permanent record folder.

### SAY:

Once you have completed an administration with a student, you should transfer the results from each section to the Resumen de calificaciones page. This page (shown above) is perforated so that it can be removed. Many school districts require that this sheet be placed into the student permanent record folder.



## Notes



[illegible]

**SAY:**

*A final tool for recording student results is the Class Summary Sheet (Resumen de la clase). Results for each of your students should be transferred from the Resumen de calificaciones to this document. This document will be used to group students for small group instruction and its completion is a prerequisite to the next module, Grouping Students for Individualized Instruction. Some Tejas LEE users may prefer the Automated Class Summary Sheet available for download on our website. Tejas LEE users who administer an electronic version of the assessment can generate a Class Summary Sheet from their vendor.*



## Key Points

- Transfer results from the individual Student Record Sheets to the Class Summary sheet.
- The class summary sheet will be used to make grouping and instructional decisions.
- The class summary sheet is also available in electronic format on our website.
- If using an electronic version of Tejas LEE, vendors will be able to generate this sheet for users.



## Notes



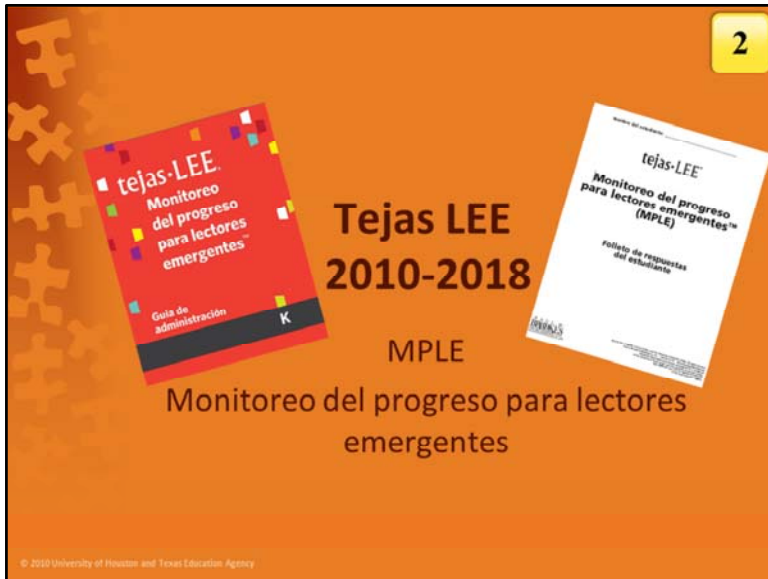
## Key Points

### **SAY:**

*Now we will move on to the proper administration procedures for our progress monitoring assessments.*




## Notes



## Key Points



## Notes



## Appropriate Use of the MPLE 3

- A tool to monitor student progress on early reading skills
- Monitors growth between benchmarks
- Ensures students learn the alphabetic principle

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**DO:**  
Read/review slide.



## Key Points



## Notes


## What Comes in the MPLE Kit? 4

**Each MPLE Kit Includes:**

- Guía de administración  
(Teacher Guide)
- Cuaderno de lecturas  
(Student Story Booklet)

**SOLD SEPARATELY**

15 Folletos de respuestas  
del estudiante (Student  
Record Booklets)



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**DO:**

Read/review slide.

**SAY:**

*The MPLE kit is a purchase item available from the publisher of the Tejas LEE—Brookes Publishing. If your district has the previous version of the MPLE (Dated 2006-2008 in an orange box), this is the current version and can still be used. In this case, you would only need to purchase student record booklets.*




## Key Points

- The MPLE Kit is available for purchase from our publisher, Brooke Publishing. Electronic versions are available from the Amplify (Wireless) and Tango LibertySource.
- The orange 2006-2008 version of the MPLE is still current and can be used if your district still has these kits.



## Notes



## Components

5

The MPLE consists of the following:

- Alphabet Letter Task Card
- Word Reading (Decoding) Lists
- Listening Comprehension Stories and Questions
- Phonological Awareness Tasks

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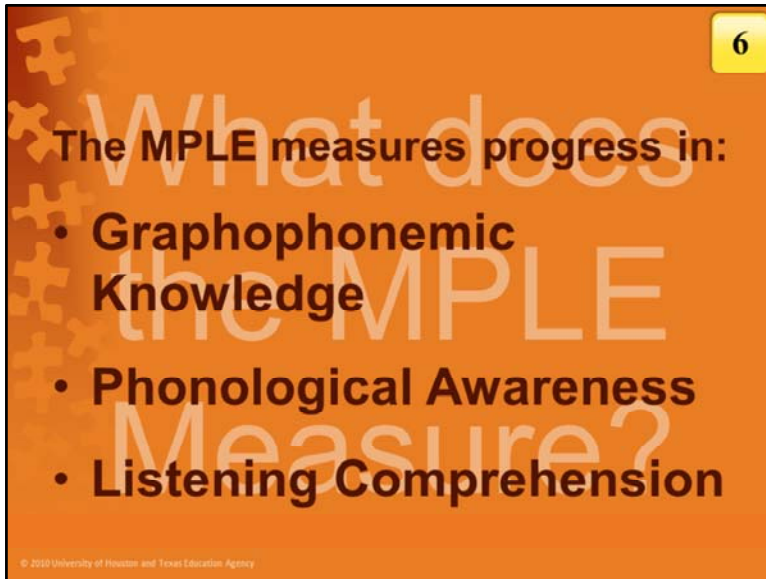


## Key Points

**DO:**  
Read/review slide.



## Notes



This slide has 1 ✓ ☆ CLICK of animation.

**DO:**

Read slide.



#### ADDITIONAL INFORMATION FOR PRESENTER

The Monitoreo del progreso para lectores emergentes (MPLE) Kit is designed to measure students' progress in the acquisition of important early reading skills Graphophonemic Knowledge, Phonological Awareness and Listening Comprehension. The MPLE assesses progress in these skills by using brief assessments that can be repeated on a biweekly basis using the alternate forms provided. Student progress is measured through a variety of brief items arranged according to students' development and difficulty with the items. You can monitor student progress and chart development with the test scores to modify or adapt instruction to meet a student's specific needs.

The MPLE development study was conducted with 535 students in Texas. Decisions regarding the items and stories selected for each skill task, the sequence of tasks over the course of the year, and the ordering of the items within each task, were made based on early reading research and the data presented in the Technical Report.

**DO:**

✓ ☆ **CLICK** to bring up the specific skills assessed.



## Key Points

The three domains that are measured in the MPLE are:

- Graphophonemic Knowledge
- Phonological Awareness
- Listening Comprehension



## Notes

**Required vs Optional Tasks** 7

The MPLE offers a great deal of administration flexibility by incorporating both REQUIRED and OPTIONAL tasks.

- REQUIRED tasks ensure that teachers have the necessary information for informed instructional decisions
- OPTIONAL tasks can provide additional information about each student

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**DO:**  
Paraphrase slide.



## Key Points

The tasks in the MPLE are divided into two groups:

- Required: Must be administered at each administration
- Optional: May be administered for additional information



## Notes



Required vs Optional Tasks <span>8</span>		
Kindergarten	Required	Optional
MPLE	<ul style="list-style-type: none"> <li>• Letter Name/ Letter Sound</li> <li>• Listening Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable and Phoneme Blending</li> <li>• Syllable and Phoneme Segmenting</li> <li>• Initial Sound Identification</li> <li>• Word Reading</li> </ul>

This slide has 2 ✓ ☆ CLICKS of animation.

**SAY:**

*The required items are...*

✓ ☆ **CLICK**

*... Letter Name/Letter Sound, Listening Comprehension and Listening Comprehension questions. The optional items are...*

✓ ☆ **CLICK**

*...Word Reading, Syllable and Phoneme Blending and Segmenting Syllables and Phonemes.*



## Key Points

- Required:
  - Letter Name/Letter Sound
  - Listening Comprehension
- Optional:
  - Blending (Syllables and Phonemes)
  - Segmenting (Syllables and Phonemes)
  - Word Reading



## Notes

Skill and Description	
Phonological Awareness	
<b>Syllable and Phoneme Blending</b>	<ul style="list-style-type: none"> <li>• Presented with parts of a word</li> <li>• Provide the whole word</li> </ul>
<b>Syllable and Phoneme Segmenting</b>	<ul style="list-style-type: none"> <li>• Presented with word</li> <li>• Break words into component parts</li> </ul>
<b>Initial Sound Identification</b>	<ul style="list-style-type: none"> <li>• Presented with word</li> <li>• Identify beginning sound</li> </ul>



## Key Points

### DO:

Paraphrase slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

Syllable and Phoneme Blending is optional. Students are presented the parts of a word and asked to provide the word (without pauses). The order of items within the blending tasks follows a continuum from easy to difficult, with syllable blending presented before phoneme blending.

Segmenting Syllables and Phonemes is also optional. Students are presented with a whole word and asked to provide the word broken into its component parts (either syllables or individual phonemes). The order of items within the segmenting tasks follows a continuum of easy to difficult, with syllable segmentation presented before phoneme segmentation. In general, words with two- and three-syllables/phonemes are presented earlier in the sequence: four- and five-syllable/phoneme words appear later.



## Notes

Skill and Description		10
Graphophonemic Knowledge		
Letter Name/Letter Sound	<ul style="list-style-type: none"> <li>• Entire alphabet</li> <li>• Provide letter name and sound</li> </ul>	
Word Reading	<ul style="list-style-type: none"> <li>• Read 5 words aloud</li> <li>• In order of difficulty</li> </ul>	



## Key Points

### DO:

Paraphrase slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

For the required Letter Name/Letter Sound item the entire alphabet is presented in order of difficulty. Students are asked to provide the letter name and the sound associated with the letter. While both Letter and Letter Sound items are scored, only Letter Sound is counted. If a student misses 5 or more Letter Sound items in a row, the task is stopped. Alternatively, if a student scores mastery (100%) on all Letter Name/Letter Sound items for two continuous assessment periods, the task can be discontinued.

Word Reading is optional where students are presented with five words to read out loud. The words are ordered in level of difficulty as determined by the data presented in the Technical Report. All words are two- or three-letter words and represent those students commonly encounter in beginning reading text.



## Notes

Skill and Description		11
Listening Comprehension		
Listening Comprehension	<ul style="list-style-type: none"> <li>• Students are read a short passage</li> <li>• Ordered according to difficulty</li> </ul>	
Listening Comprehension Questions	<ul style="list-style-type: none"> <li>• 3 questions               <ul style="list-style-type: none"> <li>–1 Explicit</li> <li>–1 Implicit</li> <li>–1 Vocabulary</li> </ul> </li> </ul>	

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## Key Points

### DO:

Paraphrase this slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

For the required Listening Comprehension section, students listen to a brief passage read by the teacher. There is a different story for each administration. Students are then asked three comprehension questions about the story. There is one explicit, one implicit and one vocabulary question for each story. Answers are provided in the Folleto de respuestas del estudiante, however, teachers may use their professional judgment to determine whether any response given by the student should be counted as correct.

The stories in the MPLE are all originally written works in Spanish, not translations from other languages. The stories increase in their level of difficulty as the school year progresses.



## Notes

Schedule of Administration		
Kindergarten	BOY to MOY	MOY to EOY
MPLE	Every two weeks after BOY benchmark	Every two weeks after MOY benchmark

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### SAY:

*The MPLE is designed to be administered after the Tejas benchmark. After the BOY benchmark, administer the MPLE two weeks later and continue every two weeks in sequence. Following the MOY benchmark, administer the MPLE two weeks later and continue every two weeks in sequence.*



## Key Points

- Administration should occur two weeks after benchmark and continue every 2 weeks after that.



## Notes

## Administration Guidelines 13

1. Start with required items.
2. Conclude with optional items to gain more information.
3. Record results on the Student Record Sheet during administration.
4. If the student hesitates longer than **10 seconds**, mark the item incorrect and move on to the next item without comment.

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This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*We recommend the classroom teacher or reading/language arts teacher administer the assessment. It is important to follow the administration guidelines.*

### DO:

Read/review slide.

✓ ☆ CLICK

Point out to your participants that in Guideline #4 there is a significant difference between the Tejas LEE and the MPLE. On most tasks of the Tejas LEE, the time a student is given to answer a question is left to the teacher's discretion, while on the MPLE, there is a specified limit of 10 seconds.



## Key Points

- Always start with required items, then administer optional tasks if needed.
- If the student takes longer than 10 seconds to answer, please mark item incorrect and move on to next item.



## Notes

# Administration Timeline

14

Administer task until Mastered

Skill	Serie 2	Serie 4	Serie 6	Serie 8	Serie 10	Serie 12
Letter Name/ Letter Sound*	X	X	X	X	X	X
Blending						
Segmenting						
Initial Sound				X	X	X
List. Comp./ Vocabulary*		X	X	X	X	X

Always administer task

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## Key Points

- The first time you administer the MPLE, only the Letter Name/Letter Sound section is administered.
- Starting with Serie 4, Letter Name/Letter Sound and Listening Comprehension must be given at each administration

This slide has 2 ✓ ☆ CLICKS of animation.

### SAY:

*Because the MPLE is designed to monitor student progress between benchmark assessments, not all skills will be mastered at the point the skill drops from the timeline. It is important to continue to teach a skill even when it does not appear during the assessment period.*

### ✓ ☆ CLICK

*Please note that the Letter Name/Letter Sound section is a required task and should always be administered until the student masters it in two consecutive sessions.*

### ✓ ☆ CLICK

*The Listening Comprehension section should be administered each session starting with Serie 4.*



## Notes

Administration Timeline						
Middle- to End-of-Year						
Skill	Serie 14	Serie 16	Serie 18	Serie 20	Serie 22	Serie 24
Letter Name/ Letter Sound**	X	X	X	X	X	X
Blending	Syllables		Phonemes			
	X	X	X	X	X	X
Segmenting	Syllables		Phonemes			
	X	X	X	X	X	X
Initial Sound	X	X	X			
Word Reading		X	X	X	X	X
Comprehension/ Vocabulary*	X	X	X	X	X	X



## Key Points

- Notice that the optional tasks of Phoneme Blending & Segmenting and Word Reading do not start until after the second half of the year.

This slide has 2 ✓ ☆ CLICK of animation.

### SAY:

*This slide shows the timeline for the second half of the year from MOY to EOY.*

✓ ☆ CLICK

*Notice that Word Reading has now been added as an additional optional task.*

✓ ☆ CLICK

*Also, the Blending and Segmenting sections have been expanded to include Phonemes.*



## Notes



Required Tasks						
Middle- to End-of-Year						
Skill	Serie 14	Serie 16	Serie 18	Serie 20	Serie 22	Serie 24
Letter Name/ Letter Sound**	X	X	X	X	X	X
Blending	Syllables		X	Phonemes		
	X	X		X	X	X
Segmenting	Syllables		X	Phonemes		
	X	X			X	X
Initial Sound	X	X	X			
Word Reading		X	X	X	X	X
Comprehension/ Vocabulary*	X	X	X	X	X	X



## Key Points

- In the administration tables, required tasks will appear in a darker shade with darker, larger Xs.

This slide has 1 ✓ ☆ CLICK of animation.

**DO:**

✓ ☆ CLICK

**SAY:**

*Please note that the required tasks are shaded in gray and have slightly larger Xs.*



## Notes

Optional Tasks						
Middle- to End-of-Year						
Skill	Serie 14	Serie 16	Serie 18	Serie 20	Serie 22	Serie 24
Letter Name/ Letter Sound**	X	X	X	X	X	X
Blending	Syllables		Phonemes			
	X	X	X	X	X	X
Segmenting	Syllables		Phonemes			
	X	X	X	X	X	X
Initial Sound	X	X	X			
Word Reading		X	X	X	X	X
Comprehension/ Vocabulary*	X	X	X	X	X	X



## Key Points

- Optional tasks are located in the middle of the table with lighter shading.
- Not all optional tasks are offered at each administration point.

This slide has 2 ✓ ☆ CLICKS of animation.

**DO:**

✓ ☆ CLICK

**SAY:**


*The optional tasks are located in the middle, are a lighter shade, and are marked by smaller Xs. Also please note that not all optional tasks are offered at each serie. For example, word reading is not offered until Serie 16, while Initial Sound stops at Serie 18.*

**DO:**

✓ ☆ CLICK to bring up word OPTIONAL.



## Notes



## Administration

18

Format is similar to the Tejas LEE in terms of:

- Materials
- Directions
- Practice
- Scoring

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## Key Points

**DO:**  
Paraphrase slide.



## Notes

19

## Format

**Materiales:** Folleto de r

**Puntuación:** 1 punto por  
0 punto por

**Instrucciones:** El estudiante  
**despacio las**  
**se forman a**  
**'otro'.**

**Práctica:** **Ahora vame**  
correcta, dic

**Preguntas:** **Si digo /\_/\_/**  
No haga co

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This slide has 1 ✓ ☆ CLICK of animation.

**DO:**

✓ ☆ CLICK

**SAY:**

*The materials are listed at the top of the page for each item. The scoring information follows and is the same for all of the items, 1 for correct responses and 0 for incorrect responses. The directions follow and tell you exactly how to administer the item. What you say during the task is presented in bold. If there is a practice item you must present it before moving on to the test items.*



## Key Points

- Materials, scoring, and task instruction information can be found at the top of the page for each task.
- Everything that needs to be said aloud to the students is presented in bold, italic type.
- Administer all practice items before continuing on to the actual test items.



## Notes

Format

20

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## Key Points

- Each task will be labeled as Required or Optional in the top left hand corner.

This slide has 2 ✓☆ CLICKS of animation.

### SAY:

Another format feature that we want to point out is located at the top left hand corner of the page.

### ✓☆ CLICK


Note that this particular section (Comprensión auditiva) is marked as “Requerido”. This serves as a quick visual cue to remember which tasks are required.

### ✓☆ CLICK

In comparison, this second example shows that this task (Unión de las sílabas) is optional.



## Notes



## Scoring

21

1. All items are scored correct (1) or incorrect (0).
2. With the exception of Letter Name/Sound, each task within each set contains 3-5 items.
3. Letter Name/Sound has a ceiling of 5 incorrect in a row.
4. If the student hesitates longer than 10 seconds, mark the item incorrect and move on to the next item without comment.

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**DO:**  
Paraphrase slide.



## Key Points

- Scoring for all items is correct (1) and incorrect (0)
- Most tasks have only 3 to 5 items.
- Letter Name/Sound has a ceiling of 5 incorrect in a row
- If a student hesitates more than 10 seconds, mark the item incorrect



## Notes

## Discontinue Rule

22

- If a student has mastered all letter names and sounds for 2 consecutive assessments, you may stop administering the task and move to the optional tasks within the set.

Requerido													
Letras y sonidos													
No continúe después de 5 fallas consecutivas en la columna del sonido.													
	Serie 14		Serie 16		Serie 18		Serie 20		Serie 22		Serie 24		
	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	
1. O o	1	1	1	1	1	1							
2. S s	1	1	1	1	1	1							
28. P p	1	0	1	1	1	1							
29. H h	1	1	1	1	1	1							
30. LL ll	0	0	1	1	1	1							
<b>TOTAL</b>	<b>29</b>	<b>28</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>							

Do not administer

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## Key Points

- If a student correctly answers all 30 Letter Names and Sounds for two consecutive administrations, you do not have to administer this section anymore for the remainder of the school year.

This slide has 3 ✓ ☆ CLICKS of animation.

**SAY:** Now we're going to discuss the Discontinue Rule. It states that: If a student has mastered all letter names and sounds for 2 consecutive assessments, you may stop administering the task and move to the optional tasks within the set.

Let's look at our graphic to illustrate this rule. Please note that in order to see this clearly, this letter and sound chart only shows the top and bottom portions of the page.

✓ ☆ CLICK

On Serie 14, Marisa scores a 29 on Letter Names and 28 on Letter Sounds.

✓ ☆ CLICK

Two weeks later, on Serie 16, Marisa shows mastery of this concept by scoring 30 on both parts.

According to our Discontinue Rule, we may only stop assessment of LNLS when a student has mastered it in two consecutive sessions. So on Serie 18, the teacher once again administers LNLS.

✓ ☆ CLICK (Note there will be a 3 second delay before the words DO NOT ADMINISTER appear on the slide).

Once again, Marisa scores a 30 on both Letter Names and Letter Sounds. For the remainder of the school year, the teacher does not need to administer this section any longer.



## Notes

## Discontinue Rule

23

- If a student has mastered all letter names, but not sounds (or vice versa), for 2 consecutive assessments, stop administering the mastered task and continue only with the needed skill.

Requerido													
Letras y sonidos													
No continúe después de 5 fallas consecutivas en la columna del sonido.													
	Serie 14		Serie 16		Serie 18		Serie 20		Serie 22		Serie 24		
	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	Letra (0,1)	Sonido (0,1)	
1. O o	1	1	1	1	1	1	-	1					
2. S s	1	1	1	1	1	1	-	1					
28. P p	0	0	1	1	1	1	-	1					
29. H h	1	0	1	0	1	1	-	1					
30. LL ll	0	0	1	0	1	0	-	1					
<b>TOTAL</b>	<b>28</b>	<b>27</b>	<b>30</b>	<b>28</b>	<b>30</b>	<b>29</b>	<b>-</b>	<b>30</b>					

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## Key Points

- If a student correctly answers all 30 Letter Names or Sounds for two consecutive administrations, you do not have to administer that portion anymore for the remainder of the school year. Continue forward with the remaining skill they have not yet mastered.

This slide has 4 ✓ ☆ CLICKS of animation.

### SAY:

Now let's look at the second part of the Discontinue Rule. It states that: If a student has mastered all letter names, but not sounds, for 2 consecutive assessments, you may stop administering letter names and continue only with letter sounds.

Let's look at our graphic to illustrate this rule. Again, remember this letter and sound chart only shows the top and bottom portions of the page.

✓ ☆ CLICK

On Serie 14, Nora scores a 28 on Letter Names and 27 on Letter Sounds.

✓ ☆ CLICK

Two weeks later, on Serie 16, Nora shows mastery of letter names, but only scores 28 on letter sounds.

✓ ☆ CLICK

On Serie 18, Nora once again scores a 30 on Letter Names, and improves to a 29 on Letter Sounds. According to our Discontinue Rule, now that Nora has scored a 30 on Letter Names in two consecutive sessions, for the remainder of the school year, the teacher does not need to administer Letter Names any longer.


✓ ☆ CLICK

So on Serie 20, the teacher only administers Letter Sounds.



## Notes





## Discontinue Rule

24

- Listening Comprehension does not have a discontinue rule. This section should always be administered.

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**DO:**  
Paraphrase slide.



## Key Points



## Notes

## Procedures for Optional Set Items

- Optional items may be started at any administration
- Before MOY, always begin an optional task with the first available set. So, for Sound Blending, you would begin with Serie 4, and with Initial Sound, you would begin with Serie 8.
- After MOY, you may choose to start optional tasks with Serie 14 and move back to Serie 4 if the student has difficulty
- Always record the actual date of administration next to the optional tasks if this differs from the date of the required tasks

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25

### SAY:

*Teachers may decide to administer Optional tasks at any time during the school year.*

*Before BOY, teachers should begin with the first available Optional task. So, for example, if a teacher is administering MPLE Serie 10 to his/her students, and decides to begin Blending, Segmenting and Initial Sounds Optional tasks with three students, the student should be administered Blending Serie 4, Segmenting Serie 4 and Initial Sounds Serie 8, as these are the first available set. The teacher should record the ACTUAL date of administration for these items.*

*After MOY, the teacher may decide to begin with Serie 14, rather than with the first available. However, should the student be unable to perform the items in Serie 14, it is advisable to move back to Serie 4.*

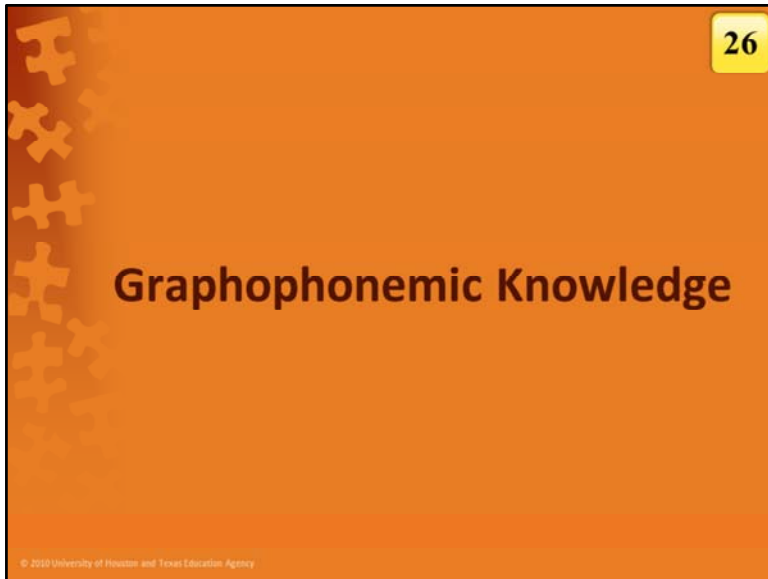


## Key Points

- May begin administering Optional tasks at any point in the school year.
- Before MOY, start with the first available set of a task.
- After MOY, you may begin with the current set or begin with the first set available (i.e. Serie 4, etc).
- Record actual date of administration.



## Notes



**SAY:**

*Graphophonemic Knowledge is the first area of reading that is assessed on the MPLE. It is the understanding that there is a predictable relationship between phonemes, the sounds of spoken language and graphemes, the letters and spelling that represent those sounds in written language. Now let's take a look at how Graphophonemic Knowledge is assessed on the MPLE.*



## Key Points

- First reading domain that is assessed in the MPLE is Graphophonemic Knowledge.
- Graphophonemic Knowledge is the understanding that written words are composed of patterns of letters that represent the sounds of spoken words.



## Notes

27

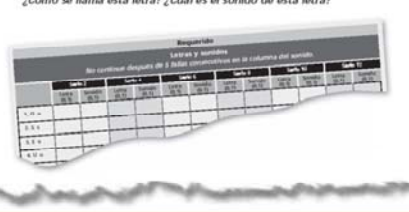
Requerido	Identificación de las letras y conocimiento de los sonidos
Serie 2-24	

**Materiales:** Cuaderno de lecturas, Folleto de respuestas del estudiante y una hoja en blanco.

**Puntuación:** Si el estudiante contesta incorrectamente 5 sonidos consecutivos, pare.  
1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe decir el nombre y el sonido de la vocal o consonante. Muestrele solo una letra a la vez. Utilice la hoja en blanco para cubrir el resto de las letras. Acepte cualquier sonido que produzca la letra (por ejemplo, para la letra 'c', se acepta /k/ o /k/). Si el estudiante dice el sonido equivocado cinco veces consecutivas, de por terminada esta tarea.

**Preguntas:** Voy a mostrarte unas letras. Quiero que me digas el nombre y el sonido de cada letra.  
¿Cómo se llama esta letra? ¿Cuál es el sonido de esta letra?



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## Key Points

- Letter Names/Letter Sounds is one of two required tasks.
- Student must provide letter name and sound simultaneously.
- If student misses 5 sounds (not letters) in a row, stop administration of this task and move on to the next section.

### SAY:

*This is one of two required tasks. Students are presented with the entire alphabet in order of difficulty and asked to provide the letter name and the sound associated with that letter. Also:*

- While both letter name and sound are scored, only the letter sound activity is ended if a student misses 5 in a row. Administer the entire letter name regardless of student performance.
- If a student misses five or more letter sounds in a row, stop administration of this task and move on to the next section.
- If a student scores mastery (100%) on all the letter names or letter sound items for two continuous assessment periods, this portion of the task can be discontinued.



## Notes

28

Opcional	Reconocimiento de las palabras
Serie 16	

**Materiales:** Cuaderno de lecturas, Folleto de respuestas del estudiante y una hoja en blanco.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe leer una lista de palabras. Muestrele 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 leas en voz alta. Si no sabes alguna palabra, trata de leerla lo mejor que puedas. ¿Que dice aquí?*

**Práctica:** Ninguna.

**Preguntas:** ¿Que dice aquí?

No haga comentarios durante las cinco tareas siguientes.

Reconocimiento de las palabras	Puntos (0/1)
1. mi	
2. no	
3. si	

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## Key Points

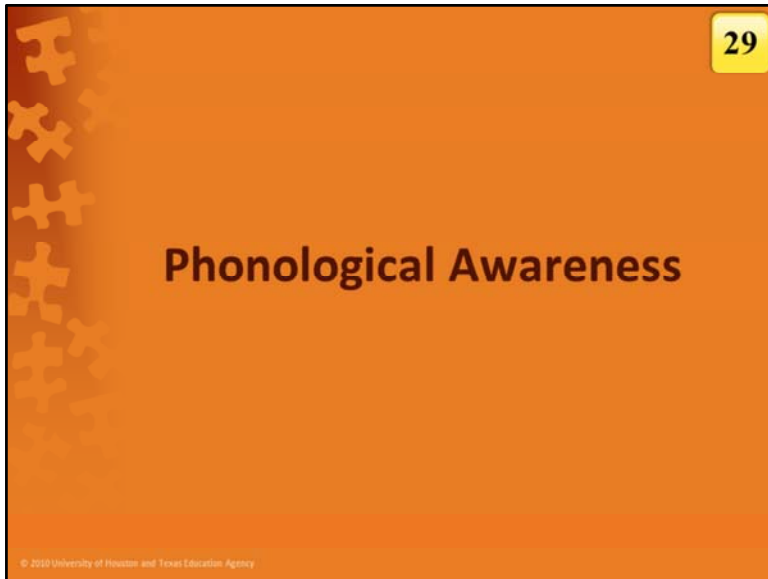
- This is an optional task.
- Students must read aloud 5 words.
- Words are ordered by level of difficulty.

### SAY:

*Reconocimiento de las palabras (Word Reading) is the second Graphophonemic Knowledge task offered in the MPLE. This is an optional task. Students are presented with five words to read out loud. The words are ordered by level of difficulty. All words are two or three letter words and represent those that students commonly encounter in beginning reading text.*



## Notes



**SAY:**

*Phonological Awareness is the second area of reading that is assessed on the MPLE. It is the ability to identify, think about or manipulate the individual sounds (phonemes) and/or syllables in words. Now let's take a look at how Phonemic Awareness is assessed on the MPLE. All of these tasks are strictly auditory.*



## Key Points

- Phonological Awareness is the second skill assessed in the MPLE.
- PA is the ability to identify and manipulate sounds and/or syllables in words.
- All PA tasks are strictly auditory.



## Notes

30

Opcional	Unión de las sílabas
Serie 4	

**Materiales:** Folleto de respuestas del estudiante.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe decir la palabra que se forma al unir las sílabas. *Te voy a decir muy despacio las sílabas que forman unas palabras. Quiero que me digas las palabras que se forman al juntar las sílabas. Por ejemplo, si digo /ol/ /bol/, la palabra que se forma es 'bolsa'.*

**Práctica:** Ahora vamos a practicar. Si digo /ri/ /co/, ¿qué palabra se forma? Si la respuesta no es correcta, dígame: Si junto las sílabas /ri/ /co/, se forma la palabra 'rico'.

**Preguntas:** Si digo /\_/\_/\_/ ..., ¿qué palabra se forma? (Repita según sea necesario.)

No haga comentarios durante las cinco tareas siguientes.

Palabra	Respuesta	Puntos (0/1)
bol/ /sa/	bolsa	
al/ /piz/	lápiz	
nu/ /hel/ /ca/	mujera	

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### SAY:

*This task is optional. Students are presented the syllables that form a word and asked to provide the whole word (without pauses). The order of items within the blending tasks follows a continuum from easy to difficult. In order for the teacher to get an accurate reading of a student's ability to blend syllables, it is crucial that the teacher leave adequate time between the syllables.*



### NOTES FOR PRESENTER:

You may practice some items out loud with the participants in order to model correct spacing between syllables.



## Key Points

- This task is optional.
- Students must blend syllables into words.
- During administration, teachers must leave clear pauses in between syllables in order to avoid blending word for student.



## Notes

31

<b>Opcional</b>	<b>Segmentación de las sílabas</b>
<b>Serie 4</b>	

**Materiales:** Folleto de respuestas del estudiante.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe dividir las palabras en sílabas. Primero hágalo usted, ya sea dando palmadas (aplaudiendo) o con el método que usted usa en el salón de clase para representar las sílabas.

*Te voy a decir unas palabras que quiero que dividas en sílabas. Por ejemplo, voy a dividir la palabra 'así' /aí/ /sí/. (Demuestre el ejercicio, según sea necesario.)*

**Práctica:** Ahora vamos a practicar. Si digo 'menor', dime, ¿cómo se divide en sílabas la palabra 'menor'?

*Si la respuesta no es correcta, dígame: La palabra 'menor' se divide en sílabas /me/ /nor/. Si la respuesta no es correcta, dígame: La palabra 'menor' se divide en sílabas /me/ /nor/. (Repita según sea necesario.)*

**Preguntas:** Dime, ¿cómo se divide en sílabas la palabra '\_\_\_\_\_'? (Repita según sea necesario.)

No haga comentarios durante las cinco tareas siguientes.

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### SAY:

*This task is optional. In this section, students are presented with the whole word and asked to provide the word broken into syllables. In general, words with two and three syllables are presented early in the sequence; four and five syllable words appear later.*



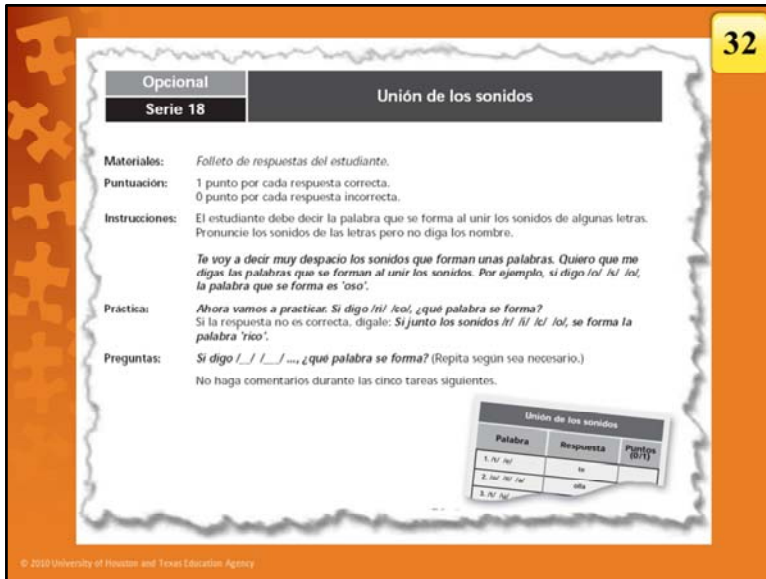
## Key Points

- This task is optional.
- Students must segment words into syllables.
- In general, words are presented from easiest to hardest.



## Notes





33

Opcional	Segmentación de los sonidos	
Serie 18		

**Materiales:** Folleto de respuestas del estudiante.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.

**Instrucciones:** El estudiante debe dividir las palabras sonido por sonido.

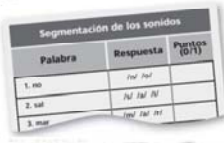
*Te voy a decir unas palabras que quiero que dividas sonido por sonido. Por ejemplo, voy a dividir la palabra 'asa' /a/ /s/ /a/.*

**Práctica:** Ahora vamos a practicar. Si digo 'cera', dime, ¿cómo se divide sonido por sonido la palabra 'cera'?

*Si la respuesta no es correcta, dígame: La palabra 'cera' se divide sonido por sonido /a/ /e/ /r/ /a/.*

**Preguntas:** Dime, ¿cómo se divide sonido por sonido la palabra '\_\_\_\_'? (Repita según sea necesario.)

No haga comentarios durante las cinco tareas siguientes.



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### SAY:

*This task is optional. In this section, the students are presented with a whole word and asked to provide the word broken into component phonemes. In general, two and three phoneme words are presented early in the sequence; four and five phoneme words appear later.*



## Key Points

- This task is optional.
- Students must segment words into sounds.
- In general, words are presented from easiest to hardest.



## Notes

34

Opcional	Identificación del sonido inicial
Serie 8	
<b>Materiales:</b> Folleto de respuestas del estudiante. <b>Puntuación:</b> 1 punto por cada respuesta correcta. 0 punto por cada respuesta incorrecta. <b>Instrucciones:</b> El estudiante debe identificar el sonido inicial de cada palabra. Pronuncie el sonido de la letra, pero no diga el nombre. Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra. Por ejemplo, la palabra 'día' empieza con el sonido /di/. (Demuestre el ejercicio, según sea necesario.) <b>Práctica:</b> Ahora vamos a practicar. Escucha la palabra que voy a decir: 'nunca'. ¿Con qué sonido empieza 'nunca'? Si la respuesta no es correcta, dígame: La palabra 'nunca' empieza con el sonido /n/. <b>Preguntas:</b> ¿Con qué sonido empieza '...'? (Repita según sea necesario.) No haga comentarios durante las cinco tareas siguientes.	

Identificación del sonido inicial		
Palabra	Respuesta	Puntos (0-1)
1. oso	/o/	
2. tela	/t/	
3. agua		

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## Key Points

- This task is optional.
- Students must identify initial sound.
- Do not overemphasize the first sound when saying the word aloud (i.e. oooooooooo)

### SAY:

*This is the last Phonological Awareness task and is also optional. The student is presented with 5 words and must identify the initial phoneme. Please remember not to overemphasize the first sound when pronouncing the words.*



## Notes



**SAY:**

*Listening Comprehension is the last area of reading that is assessed on the MPLE. It is the understanding of what is being read aloud. Now let's take a look at how Listening Comprehension is assessed on the MPLE.*



## Key Points

- Listening comprehension is the third skill assessed in the MPLE
- Listening comprehension is the ability to extract meaning from what is being read aloud.



## Notes

36

Requerido	Comprensión auditiva
Serie 4	

**Materiales:** Follito de respuestas del estudiante.

**Puntuación:** 1 punto por cada respuesta correcta.  
0 punto por cada respuesta incorrecta.  
Use su criterio profesional para determinar si las respuestas son correctas.

**Instrucciones:** Léale al estudiante la introducción y el cuento en voz alta. Al terminar la lectura, hágale las preguntas de comprensión.

*Te voy a leer un cuento llamado El paraguas. Después te haré unas preguntas. Escúchalo con atención.*

Lea el pasaje.

A Marisa le gustan mucho los días de lluvia. Su mamá le regaló un paraguas. El paraguas era azul y tenía tres gatos pintados de color rojo. A Marisa se le hizo muy hermoso y lo cuidaba mucho. Quería que lloviera todos los días para poder usar su paraguas.

Una mañana, el cielo estaba lleno de nubes negras. Marisa vio relámpagos. También oyó truenos. La mamá de Marisa dijo que iba a llover. Marisa estaba desayunando. Siempre comía cereal y plátanos. Empezó a llover. Marisa comió lo más rápido que pudo. Después, agarró su paraguas nuevo y se fue a caminar en la lluvia. Marisa estaba feliz con su paraguas nuevo.

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### SAY:

*This is the second required task. You read a short passage out loud to one student at a time and ask three questions related to the passage. Each passage is ordered by difficulty based on the data presented in the Technical Report.*



## Key Points

- This task is required.
- Teacher must read short passage aloud to student and ask 3 comprehension questions.
- Reading passages are ordered from easiest to hardest.



## Notes

37

Comprensión auditiva		Puntos (0/1)
1. ¿Qué tipo de días le gustan a Marisa? Respuesta: A Marisa le gustan los días lluviosos.	Explicit	
2. ¿Cómo supo la mamá de Marisa que iba a llover? Respuesta: La mamá de Marisa supo que iba a llover porque las nubes estaban negras o había relámpagos o se oían truenos en el cielo.	Implicit	
3. ¿Cuál es el significado de la palabra <i>paraguas</i> ? Respuesta: El paraguas es algo que se usa para protección de la lluvia.	Vocabulary	
TOTAL (3 posibles)		

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## Key Points

- First comprehension question will be explicit.
- Second question will be implicit.
- Third question will be vocabulary.

This slide has 3 ✓ ☆ CLICKS of animation.

### SAY:

*Every listening comprehension story is followed by three questions. The first question will be...*

#### ✓ ☆ CLICK

*...explicit, and is based on a fact presented directly in the passage. The second question is...*

#### ✓ ☆ CLICK

*...implicit, and is based on knowledge inferred from the passage. The last question is...*

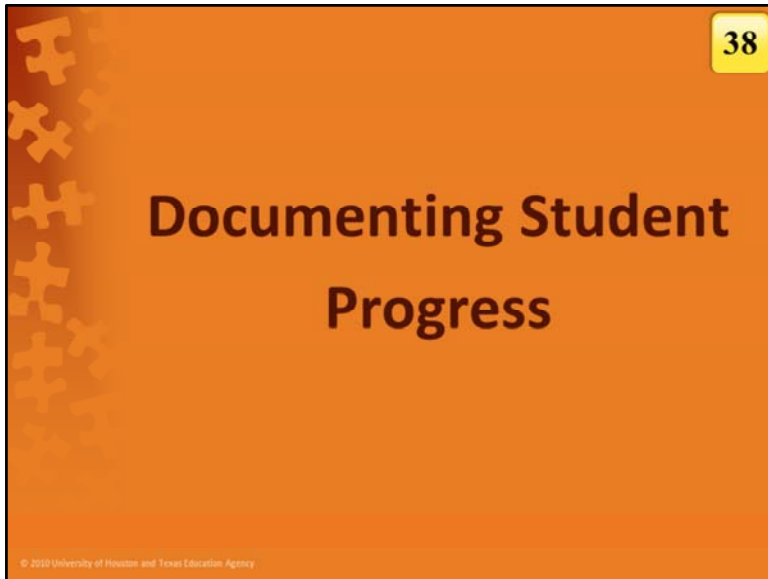
#### ✓ ☆ CLICK

*...vocabulary, and is based on the understanding of a word's meaning.*

*Suggested answers are provided below the question. However, you may use your professional judgment to decide if an additional answer should be counted as correct.*



## Notes



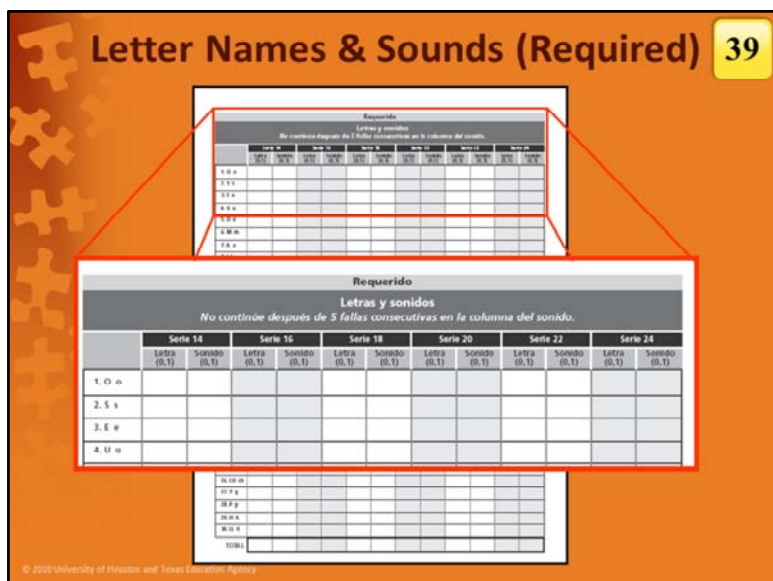
## Key Points

**SAY:**

*Now let's take a look at the forms that you will be using to track the students' progress.*



## Notes



This slide has 1 ✓ ☆ CLICK of animation.

### SAY:

*This sheet will be used to track students' progress in Letter Names and Letter Sounds. There are two pages with this chart: the first covers Series 2-12 and the second covers Series 14-24. Let's take a closer look...*

✓ ☆ CLICK

*Please note that at the top of the page is a reminder stating that you must stop the administration if the student misses 5 consecutive letter sounds. The Series are listed across the top in black boxes, and each has two sub columns beneath it: one for letter names and one for letter sounds. Write the total correct for each column at the bottom of the page.*



## Key Points

- This is a screen shot of the Student Record Sheet for the Letter Name/Sound section.
- This section has two pages: one for Serie 2-12, the second for 14-24
- Reminder of Discontinue rule is listed under the title.
- Each Serie has two subcolumns beneath it to score both letter names and letter sounds.



## Notes



**Listening Comprehension (Required)** 40

Serie 2-12		Requerido	
Compreñsion auditiva			
Serie	Puntaje de comprensi3n (1-2)	Puntaje de vocabulario (3)	
4			
6			
8			
10			
12			

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**SAY:**

*This chart will be used to track progress in listening comprehension for Series 4-12. Notice that now the Series numbers are listed on the left hand side. The gray band with REQUERIDO across the top is a reminder that this is a required task and should be administered each time.*



## Key Points

- This is the summary section of the Student Record Sheet for Listening Comprehension for the first half of the year.
- Serie numbers are listed on the left hand side.
- Required band across top serves as an additional reminder that this task should be given at each administration.



## Notes

# Optional Tasks

41

Serie 2-12

Opcional

**Unión de las  
sílabas**

Serie	Puntaje
4	
6	
8	
10	
12	

**Segmentación  
de las sílabas**

Serie	Puntaje
4	
6	
8	
10	
12	

**Identificación  
del sonido inicial**

Serie	Puntaje
8	
10	
12	

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## Key Points

- This is the summary section of the optional tasks for the first half of the year.
- Notice they are different sizes because not all optional tasks were available at each administration.

### SAY:

*This chart will be used to track students' progress in the optional tasks. This chart is for Series 2-12, that is why only 3 optional tasks are listed. In the Optional chart for Series 14-24, all 6 optional tasks are listed. Also, please note that the table for Identificación del sonido inicial is smaller than the other two. This is because this task is not an option until Serie 8.*



## Notes

**Sample Student Progression** 42

**Example:**

José is identified as a Tier 2 student and does not know any of his letter names or sounds at the beginning of the year.

Administer **REQUIRED** Letter names and sounds (LNLS), starting with Week 2, after the administration of the Tejas LEE BOY.

Administer **REQUIRED** Listening Comprehension beginning with Week 4.

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**DO:**

Paraphrase slide.



## Key Points

- José is Tier 2 student.
- Administer only Letter Names/Sounds during the first administration (Serie 2).
- Administer both required tasks, Letter Names/Sounds and Listening Comprehension, starting with Serie 4.



## Notes

## Sample Student Progression 43

**Example (continued):**

By Week 8 after the BOY administration (Serie 8), José is doing much better. You decide to also monitor José's phonological awareness skills.

Thus at Serie 8, José's administration would be as follows:

- Letter Name, Letter Sound (Serie 8)
- Listening Comprehension (Serie 8)
- Blending Syllables (Serie 4)
- Segmenting Syllables (Serie 4)
- Initial Sound Identification (Serie 8)

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### DO:

Paraphrase slide.



Have participants do a Think, Turn and Talk about the tasks and the Series indicated. In their participant packet, have them explain why each task starts at the point it does. Clarify any confusion.

Letter Name, Letter Sound (Required)—Since this is required, the Week 8 = Serie 8

Listening Comprehension (Required) Since this is required, Week 8 = Serie 8

Blending Syllables (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 4.

Segmenting Syllables (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 4.

Initial Sound Identification (Optional) This is the first time this task is given. We should start with the first available set, which in this case is Serie 8.



## Key Points

- By Serie 8, José is improving and teacher would now like to start administering optional tasks.
- Teacher should administer the Letter Name/Sound and Listening Comprehension sections for that week and the first available set of each optional task.



## Notes



## Key Points



## Notes



This slide has 1 ✓ ☆ CLICK of animation.

#### SAY:

*One additional resource available to you is the official Tejas LEE website, [www.tejaslee.org](http://www.tejaslee.org). On this website you can find a page of Frequently Asked Questions.*

*There are also video clips of an ideal administration of each section of the Kindergarten assessment. You can select which sections you wish to view. Additional video clips give the correct pronunciation of the sounds for each letter of the Spanish alphabet, including some dialectical variations.*

*In addition, the website has a teacher resource area that includes Blackline masters for many activities in the Intervention Activity Guide and materials for grouping (Grouping Charts, Grouping Mats, Spelling Grouping Mats, etc...)*

*Other information that is regularly posted to the site includes upcoming trainings.*

✓ ☆ CLICK

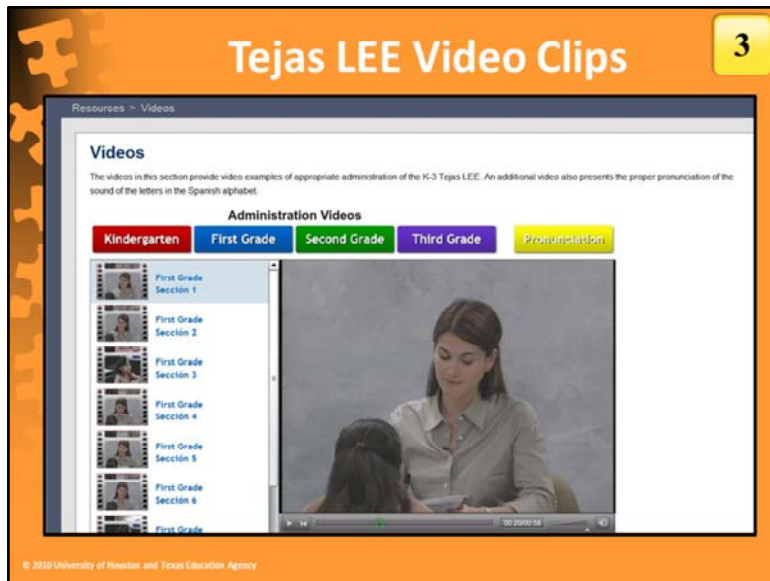


## Key Points

- The official Tejas LEE website is [www.tejaslee.org](http://www.tejaslee.org)
- The website includes:
  - FAQs
  - Videos of proper administration
  - Blackline masters
  - Additional teacher resources
  - Training information
  - Product information



## Notes



**SAY:**

*Here is a screen shot of the video page. It is easy to navigate between each clip.*



## Key Points



## Notes



## Questions & Answers

4

If you have any further questions:

- contact the Tejas LEE team at [tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu)
- check for an answer online at [www.tejaslee.org](http://www.tejaslee.org)

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## Key Points

This slide has 1 ✓ ☆ CLICK of animation.

### DO:

Answer any questions that your participants have regarding this module.

✓ ☆ **CLICK** to bring up the contact information for Tejas LEE.



## Notes





**End of Day 1 Training**

**★ OPTIONAL ★**

**Please stay with us to...**

- **View Tejas LEE video clips**
- **Practice giving the Tejas LEE**

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## Key Points

### **SAY:**

*This concludes the first day of the Tejas LEE Training of Trainers. We will resume the training in the morning with the MPLP module, the Grouping Module, The Intervention Activity Guide Module and our Spelling Module.*

*However, for those who wish to stay, we will be offering an optional session at this time. We will be playing some of the Tejas LEE administration videos for each of the grades, we will model an ideal reading comprehension administration, and we will have you partner up to practice administering parts of the Tejas LEE Assessment. However, the rest of the presentation will be predominately in Spanish.*



## Notes



## Key Points

### DO:

At this time, access the internet and walk participants through the steps to get to the Tejas LEE videos. You should do the following:

Go to: [www.tejaslee.org](http://www.tejaslee.org)

Click on: the Resources Tab (top of the page)

Click on: Videos (link in the text box)

There you will see 5 different options: Kindergarten, First, Second, Third and Pronunciation.

At a minimum, play the following clips for participants:

Kinder

Section 3: Conocimiento de rimas

Section 4: Unión de las sílabas (point out the deliberate pauses between the syllables modeled by the teacher)

Section 5: Segmentación de las sílabas

First Grade

Section 3: Unión de los sonidos (point out the deliberate pauses between the sounds modeled by the teacher—state these could even be longer)

Section 4: Segmentación de los sonidos

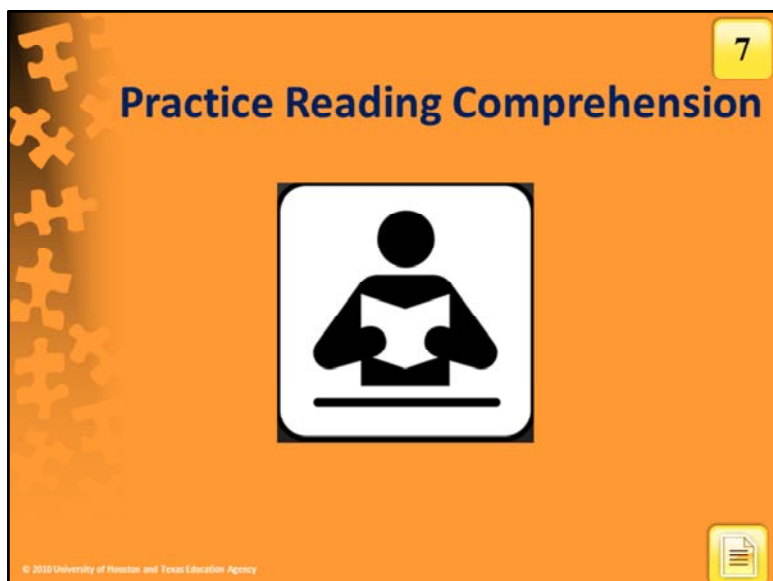
Second Grade

Section 3: Dictado (or Third Grade Section 2 Dictado)

Unless participants are insistent, it is not necessary to play reading comprehension as the next slide will walk participants through a faux reading comprehension administration.



## Notes



**DO:**

Have participants locate and take out their optional Participant Packet. This packet contains the following:

Script for Teacher (Presenter #1)

Script for Student (Presenter #2)

Pages from the student record booklet for the two stories

Either provide calculators for your participants or have them pull out their cell phone to use as a calculator. Each participant will also need a stop watch.

Present the script as written. Errors for Student are presented in RED. Prompting for Teacher are presented in GREEN. You should print these documents in color. If Student makes unscripted errors during the presentation, be sure to note these and adjust the fluency and accuracy as needed. We highly recommend that you and your co-presenter practice the script before attempting this at a training.

Go over the errors (an answer key is included in the packet). The only thing left out is the time it took your “Student” to read the story. If you wish, you may have one of your participants provide the time they recorded and have your group calculate the accuracy and fluency rates. Be certain to go over the reading comprehension answers as there are unexpected “Student” answers that your participants may not correctly score. An explanation sheet is also in your packet.



## Key Points

- Act out the reading comprehension section with a co-presenter
- Practice before you present
- Have participants score accuracy and comprehension as you read the script
- Print the scripts in full color for ease of presentation.

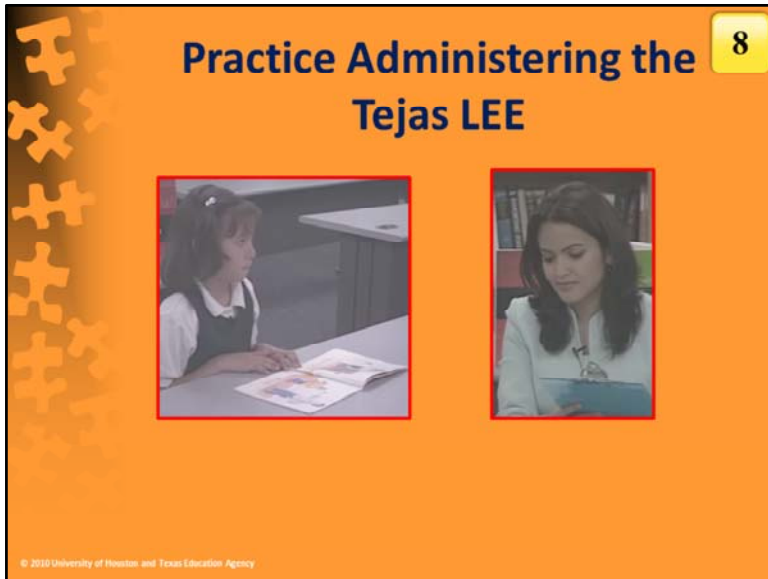


## Notes



You can download the following documents for the reading Comprehension Practice:

1. Teacher Script
2. Student Script
3. SRS Answer Key
4. Explanation of Reading Comprehension scoring



## Key Points

### DO:

At this time, allow participants to partner up and practice whichever sections they wish. Circulate throughout the room answering questions as needed.



## Notes



## Key Points



## Notes