

tejas·LEE®

Guía de administración

The Purpose of the Tejas LEE®

The Tejas LEE is an early Spanish reading instrument designed to be administered to students in K-3.

The instrument allows teachers to observe and record student performance in areas important to the development of Spanish reading and reading comprehension. The primary purpose of the Tejas LEE is to provide teachers an opportunity to acquire data to help match reading instruction with specific student needs. This additional information can be used to assist teachers and administrators in assembling educational resources and in planning the most effective instruction possible for students.

When Should the Tejas LEE Be Administered?

Grade Level	BOY (Beginning-of-Year)	MOY (Middle-of-Year)	EOY (End-of-Year)
Kindergarten	6 weeks after school begins	Mid-January	Mid-April
First Grade	2 weeks after school begins	Mid-January	Mid-April
Second Grade	2 weeks after school begins	Mid-January	Mid-April
Third Grade	2 weeks after school begins	Mid-January	Mid-April

To Whom Should the Tejas LEE Be Administered?

Not all students who speak Spanish as a home language should be administered a Spanish early reading instrument, such as the Tejas LEE. Rather, selection of an appropriate instrument depends on the program in which the student is enrolled, the language in which the student's reading instruction is being provided, and the student's proficiency in English and Spanish. Use of a Spanish instrument is recommended for students of limited English proficiency (LEP) enrolled in Spanish/English bilingual education programs who receive instruction in Spanish and students in dual-language/two-way bilingual programs who receive instruction in Spanish. Final decisions regarding the use of Spanish or English early reading instruments should always comply with state, district or campus regulations and guidelines.

Administering the Tejas LEE to Special Education Students

One of the primary goals of the special education program is to provide students with disabilities access to the general education curriculum. Without knowing where students are functioning in relation to their grade-level curriculum, such access is not facilitated. 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. For example, even though a student is in the second grade, you may administer the kindergarten Tejas LEE to obtain data for program planning.

By law, during the development of the Individualized Education Plan (IEP), the Admission, Review and Dismissal (ARD) committee must consider the child's performance on statewide or districtwide assessments, as appropriate. The key words appear to be *consider* and *appropriate*. Determining a student's performance in relation to his/her current grade-level placement and then identifying specific objectives for instructional purposes, seems most appropriate.

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 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, it also should be administered at the end of the year. This will allow you to assess progress and gains accurately. An English assessment may also be administered if you want to assess the student's English reading 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.

How Should I Select the Level of the Tejas LEE to Use With a Student?

Always begin testing with the level of Tejas LEE that corresponds to the student's current grade level. However, if you feel you have not obtained sufficient information to determine a student's instructional needs from the grade-level Inventory, it is allowable to use a level that is lower than the student's grade placement. Administration procedures and instructions for grades K-3 are outlined in this *Guía de administración*.

Performance Levels on the Tejas LEE

The Tejas LEE includes three different performance levels of scoring to describe a student's level of skill/need on any section. The terms and definitions for each level are outlined below:

- **Desarrollado (D)** = The student has mastered the skill.
- **Nivel esperado (NE)** = Indicates the student is performing at a level expected for that grade and time point. In some instances, a student may score NE but not D, meaning s/he is expected to further develop this skill during the remainder of the school year. In such a case, a score equivalent to NE is acceptable and should not be considered problematic.
- **Nivel de intervención (NI)** = The student is performing below the expected level for the grade level and time point. Intervention is strongly recommended.

Concepts are considered D when students provide correct responses to the indicated number of items within a section (e.g., 5 out of 6, etc.). If a student does not respond correctly to the indicated number of items, the concept is considered NE or NI. For example, in the beginning and middle of kindergarten, one would not expect a student to know all of the letters of the alphabet. However, one would expect that the student should know some portion of the letters of the alphabet at each time point. Thus, the Tejas LEE outlines the expected level of performance with the cut-offs for NE. A student scoring NE on letter naming has not yet mastered the alphabet, but is well on the way to doing so and is performing at an expected level.

What Reading Concepts Are Addressed in the Kindergarten Tejas LEE?

Conocimiento de los grafonemas (*Graphophonemic Knowledge*)

Description: The understanding that written words are composed of patterns of letters that represent the sounds of spoken words is known as Graphophonemic Knowledge. Becoming aware of the sounds of spoken language and their relationship to the letters of written language prepares kindergarten students to understand the alphabetic principle. Targeted instruction provides young students with explicit and systematic teaching of letter naming and letter-sound relationships in a sequence that permits them to begin reading. The ability to decode words with or without comprehension is a higher level Graphophonemic Knowledge task.

Conciencia fonológica (*Phonological Awareness*)

Description: The ability to think about individual words as a sequence of sounds (phonemes) or sound units (syllables) is important to learning how to read an alphabetic language. Students' phonological awareness, that is, their understanding that spoken words can be divided into separate sounds and sound units, is one of the best predictors of their success in learning to read. Instruction that promotes understanding and use of these building blocks of spoken language includes language games where students manipulate words through activities such as rhyming, blending, segmenting, and deleting sounds and syllables.

Comprensión auditiva (*Listening Comprehension*)

Description: Listening to and talking about books on a regular basis provides students with pleasurable and beneficial reading experiences. Story reading introduces students to words, sentences, places and ideas. At the same time, it exposes students to the type of vocabulary, sentences and literary elements they will find in their schoolbooks. To support and extend oral language development, read aloud to students daily and talk to them about books and stories. These same activities also help students connect oral to written language.

Comprensión de lectura (*Reading Comprehension*)

Description: Reading comprehension refers to the ability to extract meaning from written text. Such meaning can be explicit (stated directly in the text) or implicit (inferred from the text). Although fluency and accuracy have an impact on comprehension, these skills alone do not guarantee comprehension. Reading comprehension also is dependent on the difficulty of the text and the background knowledge the reader brings to the reading.

Many activities can help promote comprehension. Some activities that can heighten comprehension and enjoyment of reading include previewing selections, anticipating content, and making connections between background knowledge and what the student is reading. Comparing the elements of different stories students have read, including themes, events, characteristics of different characters, etc., also can help students develop a better understanding of what they are reading. Graphic organizers and story maps also may be used to depict relationships between stories.

What Reading Concepts Are Addressed in the First Grade Tejas LEE?

Conocimiento de los grafonemas (*Graphophonemic Knowledge*)

Description: The understanding that written words are composed of letters and that patterns of letters represent the sounds of spoken words is known as Graphophonemic Knowledge. Becoming aware of the names of the letters of the written alphabet, as well as the sounds of spoken language and their relationship to the letters of written language, prepares first grade students to understand the alphabetic principle.

Targeted instruction provides young students with explicit and systematic teaching of letter naming and letter-sound relationships in a sequence that permits them to begin reading. The ability to decode words, with or without comprehension, is a higher-level Graphophonemic Knowledge task. Graphophonemic Knowledge is developed through explicit and systematic instruction and practice focusing on letter names, sound-symbol correspondences, and using sound-symbol relationships to read and write words.

Conciencia fonológica (*Phonological Awareness*)

Description: The ability to think about individual words as a sequence of sounds (phonemes) or sound units (syllables) is important when learning how to read an alphabetic language. Students' phonological awareness, that is, their understanding that spoken words can be divided into separate sounds and sound units, is one of the best

predictors of success in learning to read. Instruction that promotes understanding and use of these building blocks of spoken language includes language games where students manipulate words through activities such as rhyming, segmenting, blending, and deleting sounds and syllables.

Exactitud de lectura (*Reading Accuracy*)

Description: A necessary precursor to reading comprehension and fluency is reading accuracy. Reading accuracy entails the ability to automatically decode and identify words. All readers need sufficient opportunities to employ and refine the decoding and reading strategies they learn in class. Beginning readers should have opportunities to read and re-read text to allow them to successfully practice what they are learning about the alphabetic principle (letter naming and letter-sound associations). As students develop their decoding skills and become more fluent readers, they require a wider variety of text that employs more complex vocabulary and sentence structure. Exposing students to material from different genres of text, such as fiction, poetry, expository and other informational text, is of primary importance.

What Reading Concepts Are Addressed in the Second Grade Tejas LEE?

Conocimiento de los grafonemas (*Graphophonemic Knowledge*)

Description: As graphophonemic knowledge develops, students become increasingly aware of the sounds of spoken language and the relationships of those sounds to letters in the written language. Graphophonemic knowledge is developed through explicit and systematic instruction and practice focusing on letter names, sound-symbol correspondences, and using sound-symbol relationships to read and write words.

Acentuación (*Accenting*)

Description: Accents provide students with additional information about the word being read, as well as pronunciation. Accenting knowledge is intricately linked to spelling skills and knowledge about words.

Exactitud de lectura (*Reading Accuracy*)

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Fluidez de lectura (*Reading Fluency*)

Description: Once students begin to decode individual words with automaticity, they have the necessary base to become fluent readers. A student's ability to read fluently has an impact on his/her ability to comprehend the text being read. Fluent readers also read with expression and appropriate intonation and phrasing. Students who are less fluent readers tend to read haltingly, ignore sentence structure, and combine sentences and phrases. These students need additional instructional support, and their progress needs to be closely monitored.

Research on readers with disabilities in third grade indicates that although intensive intervention can help students make great gains in reading accuracy, these gains do not necessarily translate to improved fluency (Torgesen et al., 2001; Torgesen, 2002). Thus, it is important to prevent reading difficulties through effective instruction and earlier intervention.

Comprensión de lectura (*Reading Comprehension*)

Description: Reading comprehension refers to the ability to extract meaning from written text. Such meaning can be explicit (stated directly in the text) or implicit (inferred from the text). Although fluency and accuracy have an impact on comprehension, these skills alone do not guarantee comprehension. Reading comprehension is also dependent on the difficulty of the text and the background knowledge the reader brings to the reading.

Many activities can help promote comprehension. Some activities that can heighten comprehension and enjoyment of reading include previewing selections, anticipating content, and making connections between background knowledge and what the student is reading. Comparing the elements of different stories students have read, including themes, events, characteristics of different characters, etc., also can help students develop a better understanding of what they are reading. Graphic organizers and story maps also may be used to depict relationships between stories.

What Reading Concepts Are Addressed in the Third Grade Tejas LEE?

Conocimiento de los grafonemas (*Graphophonemic Knowledge*)

Description: As graphophonemic knowledge develops, students become increasingly aware of the sounds of spoken language and the relationships of those sounds to letters in the written language. Graphophonemic knowledge is developed through explicit and systematic instruction and practice focusing on letter names, sound-symbol correspondences, and using sound-symbol relationships to read and write words.

Acentuación (*Accenting*)

Description: Accents provide students with additional information about the word being read, as well as pronunciation. Accenting knowledge is intricately linked to spelling skills and knowledge about words.

Exactitud de lectura (*Reading Accuracy*)

Description: A necessary precursor to reading comprehension and fluency is reading accuracy. Reading accuracy entails the ability to automatically decode and identify words. All readers need sufficient opportunities to employ and refine the decoding and reading strategies they learn in class. Beginning readers should have opportunities to read and re-read text to allow them to successfully practice what they are learning about the alphabetic principle (letter naming and letter-sound associations). As students develop their decoding skills and become more fluent readers, they require a wider variety of text that employs more complex vocabulary and sentence structure. Exposing students to material from different genres of text, such as fiction, poetry, expository, and other informational text, is of primary importance.

Fluidez de lectura (*Reading Fluency*)

Description: Once students begin to decode individual words with automaticity, they have the necessary base to become fluent readers. A student's ability to read fluently has an impact on his/her ability to comprehend the text being read. Fluent readers also read with expression and appropriate intonation and phrasing. Students who are less fluent readers tend to read haltingly, ignore sentence structure, and combine sentences and phrases. These students need additional instructional support, and their progress needs to be closely monitored.

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Comprensión de lectura (*Reading Comprehension*)

Description: Reading comprehension refers to the ability to extract meaning from written text. Such meaning can be explicit (stated directly in the text) or implicit (inferred from the text). Although fluency and accuracy have an impact on comprehension, these skills alone do not guarantee comprehension. Reading comprehension is also dependent on the difficulty of the text and the background knowledge the reader brings to the reading.

Many activities can help promote comprehension. Some activities that can heighten comprehension and enjoyment of reading include previewing selections, anticipating content, and making connections between background knowledge and what the student is reading. Comparing the elements of different stories students have read, including themes, events, characteristics of different characters, etc., also can help students develop a better understanding of what they are reading. Graphic organizers and story maps also may be used to depict relationships between stories.

Tejas LEE® Administration Guidelines and Sample Task

For each grade level, the Tejas LEE® Administration Guide (Guía de administración) . . .

Guía para primer grado

Para administrar el inventario Tejas LEE de primer grado, necesitará:

- esta guía
- el *Cuaderno de lecturas*
- las tarjetas de actividades
- el *Folleto de respuestas del estudiante*
- un cronómetro
- una hoja en blanco
- una calculadora

Debe usar esta guía y el *Folleto de respuestas del estudiante* durante toda la administración del inventario. La lista de materiales de cada sección indica cuando se usa el *Cuaderno de lecturas* y cuando se usa la hoja en blanco. Las instrucciones y las preguntas dirigidas al estudiante aparecen en letra itálica y oscura. Si las instrucciones o una pregunta se refieren al sonido de una letra, ese sonido aparecerá entre líneas diagonales, por ejemplo: /t/. Si las instrucciones o una pregunta se refieren a una sílaba, esa sílaba aparecerá entre dos líneas diagonales, por ejemplo: /ma/ /sa/ (masa). Use su criterio profesional para determinar cuánto tiempo proveer al estudiante para que conteste cada pregunta individual del Tejas LEE.

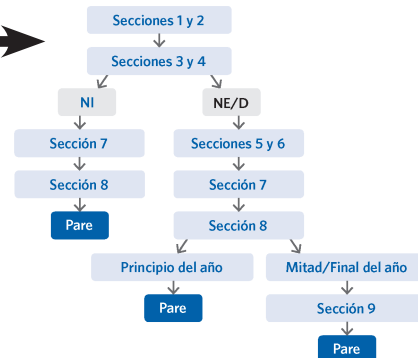
Si usted piensa que el estudiante no se encuentra familiarizado con algún término que aparece en las instrucciones, puede usar cualquiera que piense que el estudiante reconocerá. Por lo tanto, es importante recalcar que usted puede utilizar, en cualquier parte de las **instrucciones** del inventario, términos que el estudiante conozca o que sean apropiados para él. **Esto sólo se aplica al vocabulario usado durante las instrucciones y no a las preguntas del inventario.**

. . . tells teachers what they need to complete the assessment

. . . explains how to conduct and score the assessment effectively

. . . clarifies the sequence of sections to be administered. Branching rules show teachers which section to go to based on student scores.

Secuencia de administración para primer grado



This is a sample task from the Omission of Initial Sound (Omisión del sonido inicial) section of the assessment.

Sección 6 Omisión del sonido final

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 administrar esta. Continúe con la Sección 7.

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

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)

Follow the administration guidelines for beginning, middle, and end of year

Materiales and directions tell teachers what they need and how to administer each task.

Give 1 point for correct answers, 0 for incorrect answers

Nivel de logro: Secciones 5 y 6

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

Scores determine each student's achievement level at beginning, middle, and end of year. Branching rules will tell teachers which task to go to next based on these scores.

D (Desarrollado) = Student has mastered the skill

NE (Nivel esperado) = Student is performing at a level expected for that grade and time point

NI (Nivel de intervención) = Student is performing below expected level; intervention recommended

Record scores on the student record sheet

Palabras		Omisión	Respuestas	Principio Puntos (0-1)	Mitad Puntos (0-1)	Final Puntos (0-1)
1.	osa	/a/	(os)			
2.	solar	/r/	(sola)			
3.	hacen	/n/	(ha)			
4.	apaz	/z/	(pa)			

Continúe con la Sección 7

Sample Tejas LEE® Grouping Chart

Completed after you conduct the assessment, the Tejas Lee® Grouping Chart helps teachers prepare small groups for differentiated instruction.

The Grouping Chart lists all the skills assessed with Tejas LEE®

Determine instructional needs for each group

tejas·LEE® Tabla de agrupación - Primer grado

	Conciencia fonológica		Conciencia de los grafofonemas		Comprensión de lectura		Enfoque de instrucción
	Identificación del sonido inicial y final	Unión y segmentación de los sonidos	Omisión del sonido	Reconocimiento	Comprensión	Comprensión	
Bajo	Luis Omar Eddie Fernando Josue	Luis Adán Eduardo Omar Eddie Camila Graciela Fernando Josue		Luis Eddie Fernando Josue		Omar Eddie Fernando Josue Adán Eduardo Camila Graciela	Eddie Josue Luis Fernando Omar <ul style="list-style-type: none"> • Conciencia fonológica (sonidos) (básica) • Conocimientos de los grafofonemas (básico)
Medio	Adán Eduardo Camila Graciela	Jennifer José Kevin Margarita Eloy	Jennifer Margarita Eloy	Adán Eduardo Omar Camila Graciela	Jennifer José Kevin Margarita Eloy	Adán (17) Eduardo (15) Camila (21) Graciela (20) Margarita (29) Jennifer (33) Eloy (31)	Jennifer Camila Margarita 2. Eduardo Camila Graciela Adán 3. Jennifer Margarita Eloy <ul style="list-style-type: none"> • Conciencia fonológica (sonidos) (básica) • Conocimientos de los grafofonemas • Comprensión de lectura • Conciencia fonológica (sonidos) • Fluidez • Comprensión de lectura
Alto	Jennifer José Kevin Adriana Margarita Eloy Jason	Adriana Jason	José Kevin Adriana Jason	Jennifer José Kevin Adriana Margarita Eloy Jason	Adriana Jason	José (41) Kevin (41) Adriana (44) Jason (43)	José Kevin Adriana Eloy Jason 4. Jason Adriana José Kevin <ul style="list-style-type: none"> • Conciencia fonológica (omisión de sonidos) • Fluidez • Comprensión de lectura

For each skill, there is a High, Low, and Middle category

Based on assessment results, assign students to High, Low, or Middle group for each skill

This section directs teachers to ready-to-use activities in *Guía de actividades de intervención* that correspond to students' areas of need. (Turn to the next page to learn more.)

Assign students to a final group based on which category they consistently fall into across skills

Sample First Grade Grouping Chart

Convirtiendo los resultados a instrucción efectiva

Convirtiendo los resultados

Incorporating *Guía de actividades de intervención* into Instruction

The Tejas LEE® Intervention Activities Guide is designed to assist teachers with the implementation of differentiated Spanish instruction. The purpose of differentiated instruction is to provide students with instruction to match their specific needs. Since successful differentiated instruction should meet the student at his or her reading level, both the student's strengths and weaknesses must be taken into account. Student data from the Tejas LEE (or other benchmark/progress monitoring assessments) should be used to guide the formation of differentiated instructional groups and to determine different instructional needs. At all grade levels, the Tejas LEE provides you with information about each student's specific strengths and weaknesses to help plan reading instruction. The Tejas LEE facilitates your ability to set appropriate learning objectives and maximize each student's opportunity to be a successful reader.

Once strengths and weaknesses have been assessed, goals must be established and a plan developed to provide differentiated instruction. Successful implementation requires planning and setting teaching goals within ongoing classroom instruction.

The goal of this guide is to provide intervention activities to help you develop instruction for students who may be identified as at risk for reading difficulties in Spanish. From this pool, appropriate activities can be selected to develop lesson plans for individual instruction or for small groups. Activities in the following categories are included:

1. *Conocimiento de la letra impresa* (Book and Print Awareness)
2. *Conciencia fonológica* (Phonological Awareness)
3. *Conocimiento de los grafonemas* (Graphophonemic Knowledge)
4. *Fluidez* (Fluency)
5. *Comprensión* (Comprehension)
6. *Vocabulario* (Vocabulary)
7. *Escritura* (Writing)



Here's a sample activity from the *Vocabulario* section of *Guía de actividades de intervención*, designed to help students who need to build their vocabulary skills.

Vocabulario | Sinónimos/Antónimos

VOC-2 **Usando antónimos** (*Using Antonyms*)

Students will complete antonym pairs and use them in sentences.

Los estudiantes completarán pares de antónimos y los usarán en oraciones.

MATERIALES: *Lista de palabras, librito de antónimos (opcional)*

Prepare de antemano una lista de palabras que se presten para buscar su antónimo. Los estudiantes deben escribir un antónimo para cada palabra de la lista. Luego escriben una oración usando cada par de palabras. Pueden colocar todos los pares de palabras en un librito de antónimos. En la clase, se puede comenzar una colección de libritos de antónimos—volumen 1, volumen 2, etc...