



tejas • LEE

user guide

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Texas School Ready Project

Children's Learning Institute at UTHealth

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Logging in

The TJL Early Reading Assessment is available on the CLI Engage web-based platform. To access the assessments, teachers, administrators, and district personnel will need to log in to <https://cliengage.org> using a personal Google Account or Clever Account. If you are new to CLI Engage this year, you must have completed the registration process by clicking the link in the registration email before attempting to log in.

Logging in to CLI Engage:

- TJL can be viewed on any computer or laptop or tablet. It is not designed for use on a smart phone or cell phone. The system can be used on computers/laptops utilizing Windows (7 or above is recommended) or Mac OS X.
- It is not recommended to administer the assessments on a screen smaller than 11"; if you try to assess on a smaller screen, you may not be able to see the whole stimulus on the screen. You may need to resize your display to view the assessment properly. For example, press Ctrl and + to increase, or Ctrl and – to decrease. (On a Mac, use the command key.) Also, check your screen resolution. Depending on the type of computer and monitor that you use, the display properties may not allow you to view the items properly on your screen. Go to your display properties and select a resolution that might be labeled as "Recommended."
- Open a new browser window and go to: <https://cliengage.org>.
- Click "LOGIN" on the top right hand corner of the screen.
- Select your login, Google or Clever
- Enter your username and password and click "Sign in."
- Assessments cannot be conducted on an Apple iPad device.
- Submit a help ticket on CLI Engage with any questions.

Google Account Setup (applicable for most users):

If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: <https://accounts.google.com/signup>. To use your current email address to setup a new Google Account, click "I prefer to use my current email address" below the "Choose Your Username" box. Please write down your username and password somewhere convenient.

CLI ENGAGE DASHBOARD

After logging in, you will see a dashboard that includes links to:

- **SCREENING, PROGRESS MONITORING, & OBSERVATION** tools, including TJL and the Assessment Practice Area
- **ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT** for access to online courses
- **ACTIVITIES & MATERIALS** for teachers and families

- **QUALITY IMPROVEMENT & INNOVATION** to access collaborative tools to support teacher goal setting
- **ADMINISTRATIVE TOOLS** to manage your student roster and classes

To practice TJL assessments:


1. Login to <https://cliengage.org>.
2. Click the “Assessment Practice Area” button under the red “Screening, Observation, and Assessment” tab.
3. On the next screen, click the “TJL 1st Grade” or “TJL 2nd Grade” buttons.
4. Now you will see a class of demo children. Be sure to select the correct wave in the top-right corner to view subtests (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3).
5. In the assessment practice area you can:
 - Practice assessing children
 - View assessment items in each subtest
 - Practice pulling class-level reports

To access TJL assessments:

1. Login to <https://cliengage.org>.
2. Locate the Screening, Progress Monitoring, and Observation red banner.
3. Click the “TJL 1st Grade” or “TJL 2nd Grade” buttons underneath.
4. On the “Class View” page, click on the name of the class that includes the students you wish to assess.
5. You will see the “Student View” page. This page allows you to:
 - Select which wave you are assessing (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3)
 - Choose to administer an assessment in English.
 - See the benchmark scores for students in a class
 - Launch an assessment, or multiple assessments or subtests

SUBMIT A **HELP TICKET** IF YOU NEED ASSISTANCE.

This link is always available at the top of the screen, in the website navigation. A CLI staff member will respond back through email about your submitted.

A purple rounded rectangular button with the text "Help Ticket" in white, bold, sans-serif font.

STUDENT VIEW PAGE

View recommendations for small group instruction

Assess students offline

Select wave

Hide/Display Measures

TJL Measures

Key

Child roster

View Scores
Scores color-coded to reflect benchmark status

Launch Multiple Assessments

Launch Single Assessment

Exclude Assessment
for individual student or entire class

Student Name	Launch selected	Student Summary	Exclude/Reserva All Measures	Ident. Sonido Inicial	Ident. Sonido Final	Total de preguntas	Unión de sonidos	Segmentación de sonidos	Total de preguntas	Opción del sonido inicial	Opción del sonido final	Reconocimiento de las palabras	Fluidez - El paso Largo	Comprensión de Lectura	Explicar - El paso Largo	Fluidez - Menos y más	Comprensión de Lectura	Explicar
Exclude All	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum Score				8	8	16	8	8	16	5	5	15	-	5	2	-	5	2
1 Demo 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Demo 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Demo 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Demo 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Demo 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reports on CLI Engage:

A variety of reports are available to teachers after completing subtests. These reports include:

- Class Completion Report
- Class Summary Report
- Class Growth Report
- Student Summary Report for teachers
- Small Group Report
- Student Summary Report for Parents

Additional reports are available at the school and district level on CLI Engage.

OFFLINE ASSESSMENT

The offline assessment feature can be used to assess students when an internet connection is not available at the time of administration. The offline assessment can also be used in the CLI Engage assessment practice area. Note: An internet connection is required for the initial setup.

This feature downloads the assessment for your class in only one language, English. Please find instructions for offline assessment in the How-to Guides in the CLI Engage “Training and Support” section: https://cliengage.org/public/training/support/find-how-to-guides/?fwpguide_category=TJL-and-tejas-lee

EXCLUDING AND HIDING MEASURES

The green button indicated in the screenshot on the previous page and shown here is used to “exclude” a student OR the entire class from a specific measure. The completion report takes this exclusion into account when tabulating completion rates. For example, in a class of 10 students, if 2 are excluded and the remaining 8 are tested, the completion report will indicate 100%. If the students are not formally excluded using this feature, the report would indicate an 80% completion rate. Anyone with access to a class can exclude measures.

If all students are excluded from a measure (i.e., the measure is not being administered to any student), it is more efficient to use the **“Exclude All” button** that appears just below the measure name, rather than excluding each individual child. This feature excludes the entire class from a measure or sub-measure with one click. In this case, the “Launch” icon is replaced by a gray square preventing the measure from being administered to the student. This can also be done by an administrator, but would have to be set for every class (i.e., it cannot be performed school-wide). In this case, the teacher would not see the measures that had been excluded by the administrator.



If a teacher excludes all students from a measure, it is helpful to also remove it from view using the **“Hide/Display Measures” feature**. This makes it easier to locate measures you are actually assessing without having to scroll through the full list of available measures. It is important to note that the “Hide/Display Measures” button hides a measure from view for navigational purposes only. *Hiding a measure does not affect data or reporting.* Hiding is set by each user, and the system remembers the user’s preference; therefore no user can hide measures for another user.

MANAGING CLASS ROSTERS

There are several options for uploading data into CLI Engage to create accounts for teachers and other staff, as well as adding children into the system for progress monitoring. Please find instructions for Uploading Teacher and Student Data in the CLI Engage “Training and Support” section: <https://cliengage.org/public/training/support/uploading-data/>

HOW-TO DOCUMENTS

Several How-To Guides can be viewed at <https://cliengage.org> (e.g., How to Manage Child Rosters, How to Pull Student Reports). Click “Training and Support” and then “How-to Guides” under the “Getting Started” column.



How-To-Guides

Welcome to the newly updated how-to guides and support resources for CLI Engage! Review the information below to find what you're looking for. Submit a help ticket for assistance.

Find How-To-Guides using Search and Filter Tool:

Search and find how-to guides, implementation guides, support videos, and training materials using the new search and filter tool.

[SEARCH & FILTER TOOL](#)

Find How-To Guides

Search by Keywords

[Reset Filter](#)

CATEGORY:

- Assessment Practice (1)
- CIRACLE Progress Monitoring System (4)
- Collaborative Tools (1)
- Family Engagement (1)
- Getting Started (1)
- Progress Monitoring Reports (4)
- Texas Kindergarten Entry Assessment (4)
- TPRI and Tejas LEE (10)

RESOURCE:

Use the search and filter options to the right to find support resources and how-to guides!

Family-Friendly Descriptions of TPRI and Tejas LEE Assessment Measures

Category: Progress Monitoring Reports, Collaborative Tools, Family Engagement, TPRI and Tejas LEE
Type: Implementation Guide

Best for: Teachers, Principals/Directors, School Specialists, Coaches/Mentors, Parents

Tejas LEE Training

Category: TPRI and Tejas LEE | **Type:** Training

Best for: Teachers, Principals/Directors, School Specialists, Coaches/Mentors, District/Community Administrators

Tejas LEE User Guide

Category: TPRI and Tejas LEE | **Type:** Implementation Guide

Best for: Teachers, Principals/Directors, School Specialists, Coaches/Mentors, District/Community Administrators

FAMILY ENGAGEMENT

Engaging families in children’s education is a vital component to building strong relationships between school and home, providing opportunities to support skill development throughout the day. CLI Engage offers many tools and resources to support family and parent engagement, including free family activities, customized parent report of child progress monitoring results, family engagement training for teachers and administrators, and free resources for hosting family engagement sessions.

The Children’s Learning Institute recently developed a new family engagement toolkit and online professional development, available on CLI Engage at no cost. Visit CLI Engage to learn more and download resources for teachers and administrators:

<https://cliengage.org/public/tools/quality/family-engagement-resources/>

Sharing Data with Families

Teachers using TJL can share student scores with families by printing reports or by providing a personalized identification number (PIN) for families to view results online. Teachers can also send families activities that are designed to support skills of concern at home.

Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online:

- Printing Parent Reports:
<https://cliengage.org/public/training/support/how-to-guides/printing-parent-reports/>
- Printing Parent PIN Pages:
<https://cliengage.org/public/training/support/how-to-guides/print-parent-pin-pages/>

Including Families in the Assessment Process

Families are valuable sources of information on children’s skill development. These forms align with the learning domains of TJL and can be used in children’s portfolios and at parent-teacher conferences to provide a full picture of children’s development. The Parent Feedback Forms can be accessed from the CLI Engage dashboard, under the “Screening, Progress Monitoring, and Observation” tab.

TJL PURPOSE & DEVELOPMENT

The Purpose of the Tejas LEE

The Tejas LEE is an early Spanish reading instrument designed to be administered to students in grades 1 and 2. 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 TJL BE ADMINISTERED?

School districts and/or schools set their own specific dates for TJL administration. The recommended time

frames for administration are as follows:

Beginning-of-Year (BOY)

- Grades 1 and 2 – Two weeks after school starts

Middle-of-Year (MOY)

- All grades – Mid-January

End-of-Year (EOY)

- All grades – 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. 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.

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.

General Administration Guidelines

The general guidelines for administration are similar to many other early reading instruments. They include the following:

1. The Tejas LEE should be administered individually to one student at a time. Exceptions to this guideline include the Dictado (spelling) sections in grades 1 and 2. These sections may be administered to the entire class or to small groups of students. Results

- should be scored and recorded after the administration is completed.
- Administration of the Tejas LEE should occur in a quiet environment with adequate lighting, free of distractions.
 - 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.
 - The materials needed for each section are listed on the start page on CLI Engage.
 - 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. To decide where to begin testing at Waves 2 & 3, teacher will generate a student report to check if the student previously scored D for *Desarrollado* and determine if any sections need to be readministered.
 - What you say to the student during administration (e.g., questions, examples, etc.) is always presented in bold-faced italics.
 - Instructions may be repeated as needed on the assessment measure start page.
 - 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 lack of understanding.
 - Assessment items should be repeated *only* if the student was unable to hear them the first time they were given.
 - If the questions contain information pertaining to a sound or syllable, the sound or syllable is presented between diagonal slash marks. For example, /t/ would indicate the sound for the letter “t” and /ma/ /sa/ would indicate the two syllables for the word “masa.”
 - Hints or clues to assist the student in determining correct responses should be avoided.
 - 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.
 - 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 are 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. However, 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).

What Accommodations Can Be Used When Administering the Tejas LEE?

You may use accommodations for students with special needs as you administer Tejas LEE. Decisions about accommodations should be made on an individual basis, taking into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction. If the student has an Individualized Education Plan or an instructional plan developed by a Section 504 committee, it may assist you in deciding which accommodations are appropriate. The following accommodations are acceptable:

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

How to Determine to Skip a Section

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, some sections can be skipped. To decide where to begin testing at Waves 2 & 3, teacher will generate a student report to check if the student previously scored D for Desarrollado and determine if any sections need to be re-administered.

Jumping In at Waves 2 & 3

The screenshot shows a student report for a student in the 'Contest UAT Class'. The report displays scores for five content sections (Cont.St.1 to Cont.St.5) across three waves. The interface includes navigation tabs like 'Class View', 'Reports', and 'View Groups', and a table with columns for 'Identificación de...', 'Unión y segmentación...', 'Oración del cuento', 'Resolución de problemas', 'Resolución de problemas de la vida', and 'Fluidez y comprensión lectora'. The table shows scores and status indicators (green for 'Desarrollado', red for 'No Desarrollado') for each section across the waves.

To determine the jumping in point, select the previous Wave when generating a student report.

Running Previous Wave Student Report

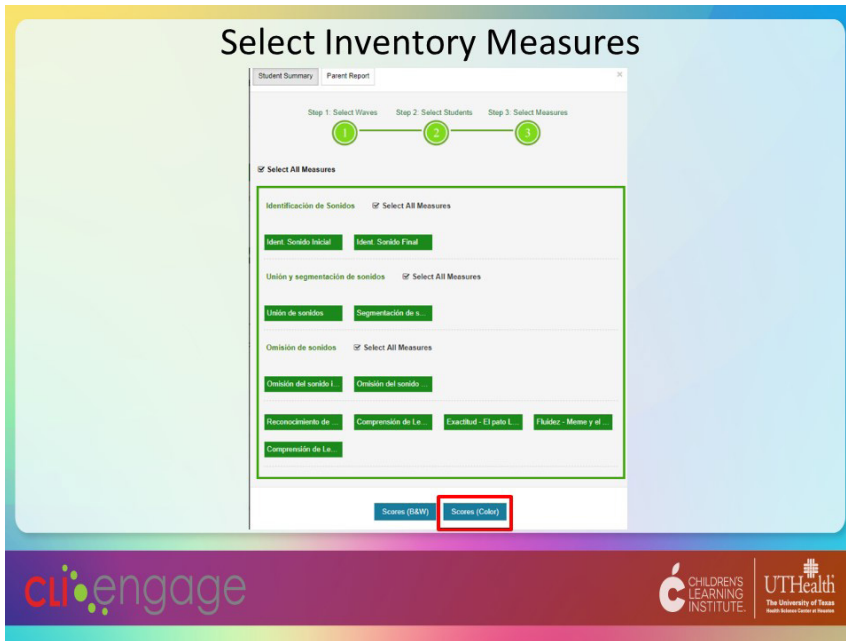
cli:engage CHILDRENS LEARNING INSTITUTE. UTHHealth The University of Texas Health Science Center at Houston

The report will automatically select all students, select specific individual student to review their results.

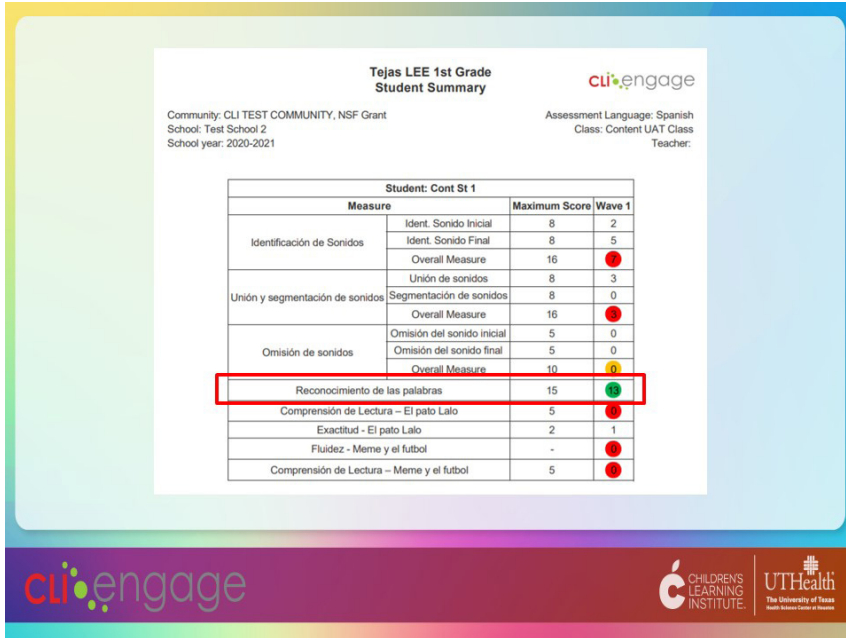
Reviewing Individual Student Results

cli:engage CHILDRENS LEARNING INSTITUTE. UTHHealth The University of Texas Health Science Center at Houston

Next, select assessment measures to be viewed by selecting the Scores in color icon.



Notice on the section titled “Reconocimiento de Palabras”, the student scored in green or “Desarrollado”- this task does not need to be re-administered at waves 2 or 3.



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.

Fluidez de lectura (Reading Fluency)

Description: Once students begin to decode individual words automatically, 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 disabled readers 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 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.

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 /mmmmm/, 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.

IMPORTANT INFORMATION ABOUT PHONOLOGICAL AWARENESS TASKS

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

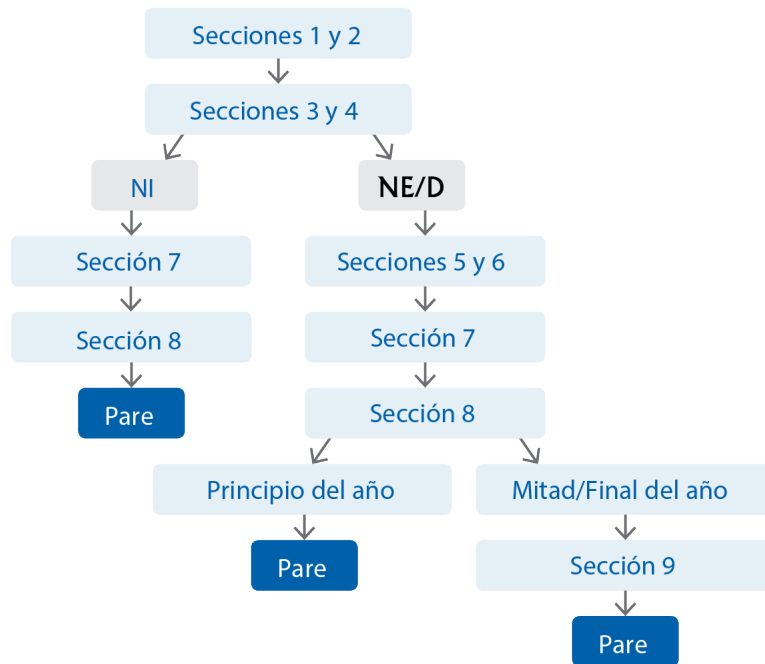
- el Cuaderno de lecturas
- las tarjetas de actividades
- el Folleto de respuestas del estudiante
- un cronómetro
- una hoja en blanco

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.**

Secuencia de administración para primer grado



PROCEDIMIENTOS DE ADMINISTRACIÓN

Identificación del sonido inicial

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 3.

Puntuación:

1 punto por cada respuesta correcta.

0 puntos por cada respuesta incorrecta.

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.)

For this section the student should not see the computer. The student should identify the initial sound of some words. In the case of consonants, say the letter sound, not its name. This task has one practice item. You may repeat the prompt but do not provide the correct response unless for the practice item.

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

Unión de los sonidos

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 5.

Puntuación:

1 punto por cada respuesta correcta.

0 puntos por cada respuesta incorrecta.

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”.

For this section the student should not see the computer. The student should say the word that forms when some letter sounds are put together. It is important not to distort individual sounds. As you say the sounds, make a pause of 1/2 second to prevent putting them together for the student. You may only provide corrective feedback for the practice item.

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

Segmentación de los sonidos

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 5.

Puntuación:

1 punto por cada respuesta correcta.

0 puntos por cada respuesta incorrecta.

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.)

For this section the student should not see the computer. The student should break a word in individual sounds, not syllables. You may only provide corrective feedback for the practice items.

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

Omisión del sonido inicial

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 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 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”.

For this section the student should not see the computer. The student should say how a word sounds when the initial sound is omitted. You may only provide corrective feedback for the practice item.

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

Reconocimiento de las palabras

Materiales:

Sección 7 de las tarjetas de actividades-Primer grado, hoja en blanco, el 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 8.

Puntuación:

1 punto por cada respuesta correcta.

0 puntos por cada respuesta incorrecta.

Instrucciones:

El estudiante debe leer la lista de palabras. Muéstrole 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.

*The student must see the screen and the teacher will score each item. On this section, the student is asked to read some words. If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word. Say: **Te voy a mostrar unas palabras y quiero que las leas en voz alta. Si no conoces alguna palabra, está bien, inténtalo lo mejor que puedas.***

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

Comprensión de lectura

Materiales:

El Cuaderno de lecturas (**Principio del año:** El pato Lalo, cuento 1 de la sección 8, y Meme y el fútbol, cuento 2 de la sección 8, **Mitad del año:** El charco, cuento 1 de la sección 8, y La mariposa, cuento 2 de la sección 8, **Final del año:** Pájaros, cuento 1 de la sección 8, y El sapito de mi sala, cuento 2 de la sección 8), el Folleto de respuestas del estudiante, un cronómetro y una calculadora.

****Evalúe cada uno de los dos cuentos independientemente. No obstante, para que al estudiante se le considere como Desarrollado en las destrezas de exactitud y comprensión de lectura, el estudiante necesita obtener el resultado mínimo en ambos cuentos.**

Administración:

Principio del año

Administre todas las preguntas en los cuentos “El pato Lalo” y “Meme y el fútbol”.

Mitad del año

Administre todas las preguntas en los cuentos “El charco” y “La mariposa”.

Final del año

Administre todas las preguntas en los cuentos “Pájaros” y “El sapito de mi sala”.

Puntuación:

Exactitud de lectura:

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. Marque en el Folleto de respuestas del estudiante con una línea diagonal (/) las palabras que no lea correctamente. Las palabras que se marcarán como incorrectas incluirán: pronunciaciones incorrectas, sustituciones, omisiones, inversiones y titubeos [vacilaciones] que duren más de tres segundos. No se contarán como errores: inserciones, auto correcciones o repeticiones. Si el estudiante comete tres errores en la primera oración, pare la administración de ese cuento. Si esto ocurre en el primer cuento, continúe con el segundo.

Fluidez de lectura:

Para medir la proporción de la fluidez, utilice el cronómetro provisto. Para determinar el número de palabras leídas correctamente por minuto (PLCPM), use el cronómetro mientras que el estudiante lee el pasaje. Después de que el estudiante termine el pasaje, determine el número de palabras leídas correctamente (el número de palabras leídas menos el número de errores) y divídalo entre el número de segundos que le tomó al estudiante leer el pasaje. A continuación, multiplique el resultado por 60. Puede encontrar esta fórmula en el Folleto de respuestas del estudiante.

Comprensión de lectura:

1 punto por cada respuesta correcta.

0 puntos por cada respuesta incorrecta.

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.

Principio del año—Cuento 1: *Ahora vas a leer un cuento llamado “El pato Lalo”. Se trata de la mascota de un niño. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.*

Principio del año—Cuento 2: *Ahora vas a leer un cuento llamado “Meme y el fútbol”. Se trata de un niño que juega deportes. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.*

Mitad del año—Cuento 1: *Ahora vas a leer un cuento llamado “El charco”. Se trata de un niño llamado Danielito. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.*

Mitad del año—Cuento 2: *Ahora vas a leer un cuento llamado “La mariposa”. Se trata*

de una oruga llamada Oliver. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Final del año—Cuento 1: Ahora vas a leer un cuento llamado “Pájaros”. Se trata de cómo son los pájaros. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Final del año—Cuento 2: Ahora vas a leer un cuento llamado “El sapito de mi sala”. Se trata de un sapito ruidoso. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con a primera palabra.

This section is only for students who were able to read the entire story by themselves. If the student reached the Frustrational level and you read the story to him or her, stop, click Quit and Discard, and exclude this task. Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: Remember, you can look at the story. If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. After each question, sample answers are provided. It’s not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

Dictado

Materiales:

Hojas para el dictado del Folleto de repuestas del estudiante (página 12 para la mitad del año, página 13 para el final del año), un lápiz con borrador

Administración:

Principio del año

No se administra esta sección.

Mitad del año

Administre todas las preguntas.

Final del año

NE o NI en la administración previa, administre esta sección.

D en la administración previa, no necesita administrarla.

Puntuación:

- 1 punto por cada respuesta correcta.
- 0 puntos por cada respuesta incorrecta.

Las respuestas se consideran INCORRECTAS si:

- les falta el acento pertinente o
- tienen un acento donde no deben tenerlo.

Instrucciones:

Los estudiantes deben escribir palabras de diferentes niveles de dificultad. Esta sección del Tejas LEE se puede administrar individualmente o a toda la clase a la vez.

Saque y reparta a los alumnos la página 12 ó 13 del Folleto de respuestas del estudiante. No reparta el Folleto entero debido a que las respuestas para el Dictado aparecen en otras páginas. Lea la palabra, úsela en una oración y repita la palabra. Se puede calificar después de administrar el inventario. Repita las instrucciones según sea necesario.

Te diré una palabra. Luego usaré la palabra en una oración y te la repetiré al final. Quiero que escribas esa palabra en tu hoja. Si no la sabes, o si no estás seguro, escríbela lo mejor que puedas. La primera palabra es “_____”. (Lea la oración y repita la palabra.)

*For this section you need the spelling teacher script that you can download at the Tejas LEE Scoring Resources page. This task is designed for group administration to the entire class or to small groups simultaneously. The words are divided into four sets for scoring purposes, but students experience the task as one spelling test of 20 items. If a student asks for a word after you read it, ask the student to do their best. Do not repeat the word. Say: **Quiero que escriban cada palabra que voy a decir en su papel. Si no saben cómo escribir la palabra, solo escuchen cada sonido y traten lo mejor que puedan. Si cometen un error, no lo borren, solamente tachen la palabra y escríbanla correctamente más adelante. Después de decir la palabra, voy a leer una oración con ella y repetiré la palabra nuevamente. Esperen hasta que yo termine antes de escribir la palabra.***

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

WHAT READING CONCEPTS ARE ADDRESSED IN THE SECOND GRADE TEJAS LEE?

Conocimiento de los grafofonemas (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.

Research on disabled readers 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.

GUÍA PARA SEGUNDO GRADO

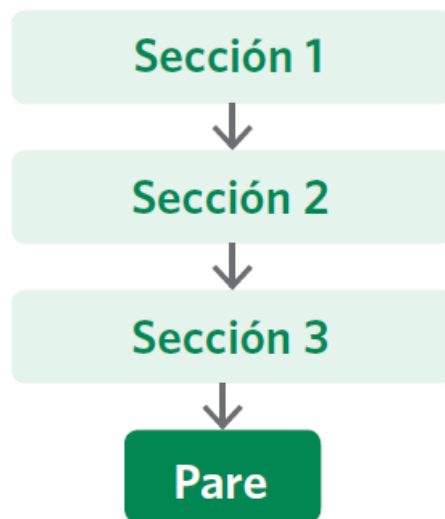
Para administrar el inventario Tejas LEE de segundo grado, necesitará:

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

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*. 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.**

Secuencia de administración para segundo grado



SECUENCIA DE ADMINISTRACIÓN PARA SEGUNDO GRADO

Reconocimiento de las palabras

Materiales:

Sección 1 de las tarjetas de actividades-Segundo grado, hoja en blanco, el 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 2.

Puntuación:

1 punto por cada respuesta correcta.

0 puntos por cada respuesta incorrecta.

Instrucciones:

El estudiante debe leer la lista de palabras. Muéstrole 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.

*The student must see the screen and the teacher will score each item. On this section, the student is asked to read some words. If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word. Say: **Te voy a mostrar unas palabras y quiero que las leas en voz alta. Si no conoces alguna palabra, está bien, inténtalo lo mejor que puedas.***

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

Comprensión de lectura

Materiales:

El Cuaderno de lecturas (**Principio del año:** El abuelo de Nico, cuento 1 de la sección 2,

y El Festival del Charro, cuento 2 de la sección 2, **Mitad del año:** Una tarde de lluvia, cuento 1 de la sección 2, y La granja, cuento 2 de la sección 2, **Final del año:** La bailarina, cuento 1 de la sección 2, y La tarea de Luis, cuento 2 de la sección 2), el Folleto de respuestas del estudiante, un cronómetro y una calculadora.

****Evalúe cada uno de los dos cuentos independientemente. No obstante, para que al estudiante se le considere como Desarrollado en las destrezas de exactitud y comprensión de lectura, el estudiante necesita obtener el resultado mínimo en ambos cuentos.**

Administración:

Principio del año

Administre todas las preguntas en los cuentos “El abuelo de Nico” y “El Festival del Charro”.

Mitad del año

Administre todas las preguntas en los cuentos “Una tarde de lluvia” y “La granja”.

Final del año

Administre todas las preguntas en los cuentos “La bailarina” y “La tarea de Luis”.

Puntuación:

Exactitud de lectura:

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. Marque en el Folleto de respuestas del estudiante con una línea diagonal (/) las palabras que no lea correctamente. Las palabras que se marcarán como incorrectas incluirán: pronunciaciones incorrectas, sustituciones, omisiones, inversiones y titubeos [vacilaciones] que duren más de tres segundos. No se contarán como errores: inserciones, auto correcciones o repeticiones. Si el estudiante comete tres errores en la primera oración, pare la administración de ese cuento. Si esto ocurre en el primer cuento, continúe con el segundo.

Fluidez de lectura:

Para medir la proporción de la fluidez, utilice el cronómetro provisto. Para determinar el número de palabras leídas correctamente por minuto (PLCPM), use el cronómetro mientras que el estudiante lee el pasaje. Después de que el estudiante termine el pasaje, determine el número de palabras leídas correctamente (el número de palabras leídas menos el número de errores) y divídalo entre el número de segundos que le tomó al estudiante leer el pasaje. A continuación, multiplique el resultado por 60. Puede encontrar esta fórmula en el Folleto de respuestas del estudiante.

Comprensión de lectura:

1 punto por cada respuesta correcta.

0 puntos por cada respuesta incorrecta.

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.

Principio del año—Cuento 1: Ahora vas a leer un cuento llamado “El abuelo de Nico”. Se trata de cómo se divierte Nico con su abuelo. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Principio del año—Cuento 2: Ahora vas a leer un cuento llamado “El Festival del Charro”. Se trata de una fiesta que toma lugar en el sur de Tejas. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Mitad del año—Cuento 1: Ahora vas a leer un cuento llamado “Una tarde de lluvia”. Se trata de cómo dos niñas pasaron una tarde lluviosa. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Mitad del año—Cuento 2: Ahora vas a leer un cuento llamado “La granja”. Se trata de un niño que visita una granja. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Final del año—Cuento 1: Ahora vas a leer un cuento llamado “La bailarina”. Se trata de una niña en un recital de baile. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

Final del año—Cuento 2: Ahora vas a leer un cuento llamado “La tarea de Luis”. Se trata de un niño que tuvo un problema con su tarea. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.

This section is **only for students who were able to read** the entire story by themselves. If the student reached the Frustrational level and you read the story to him or her, stop, click Quit and Discard, and exclude this task. Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: **Remember, you can look at the story.** If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. After each question, sample answers are provided. It’s not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

Visit the TJL Scoring Instructions webpage to download resources for the following tasks.

Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

Dictado

Materiales:

Hoja para el dictado del Folleto de respuestas del estudiante (página 10 para el principio del año, página 11 para la mitad del año, página 12 para el final del año),
un lápiz con borrador

Administración:

Principio, mitad y final del año

Administre esta sección.

Puntuación:

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

Las respuestas se consideran INCORRECTAS si:

- les falta el acento pertinente o
- tienen un acento donde no deben tenerlo.

Instrucciones:

Esta sección del Tejas LEE se puede administrar individualmente o a toda la clase a la vez. Hay una lista de palabras diferentes para cada administración. Siempre administre esta sección independientemente de los resultados previos.

El estudiante deberá escribir palabras con diferentes niveles de dificultad. Saque y reparta a los alumnos la página 10, 11 ó 12 del Folleto de respuestas del estudiante. No reparta el Folleto entero debido a que las respuestas para el Dictado aparecen en otras páginas. Lea la palabra, úsela en una oración y repita la palabra. Se puede calificar después de administrar el inventario. Repita las instrucciones según sea necesario.

Te diré una palabra. Luego usaré la palabra en una oración y te la repetiré al final. Quiero que escribas esa palabra en tu hoja. Si no la sabes, o no estás seguro, escríbela lo mejor que puedas. La primera palabra es “_____”. (Lea la oración y repita la palabra).

*For this section you need the spelling teacher script that you can download at the Tejas LEE Scoring Resources page. This task is designed for group administration to the entire class or to small groups simultaneously. The words are divided into four sets for scoring purposes, but students experience the task as one spelling test of 20 items. If a student asks for a word after you read it, ask the student to do their best. Do not repeat the word. Say: **Quiero que escriban cada palabra que voy a decir en su papel. Si no***

saben cómo escribir la palabra, solo escuchen cada sonido y traten lo mejor que puedan. Si cometen un error, no lo borren, solamente tachen la palabra y escríbanla correctamente más adelante. Después de decir la palabra, voy a leer una oración con ella y repetiré la palabra nuevamente. Esperen hasta que yo termine antes de escribir la palabra.

Visit the TJL Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students. Direct link: <https://cliengage.org/public/training/support/how-to-guides/tejas-lee-scoring-resources/>

REMOTE ADMINISTRATION

For the 2020-2021 school year, your school district may opt for remote administration of child progress monitoring due to the ongoing COVID-19 pandemic. Please refer to guidance developed to assist you with remote administration of TJL: <https://cliengage.org/public/tools/assessment/remote-assessment-administration-covid-19/>

To assist with district planning and data analysis, an additional optional task was added to TJL for 2020-2021 to document a teacher's administration to each student:

- In-person
- Remote
- Combined

Responding to this question in the assessment will not impact a student's score.

ASSESSMENT RESULTS

Instruction/Direction	Response	Score
1. tobillo	Correct	1
2. zorro	Incorrect	0
3. humano	Correct	1
4. diamante	Incorrect	0
5. planta	Correct	1
6. jamón	Incorrect	0
7. lluvia	Incorrect	0
8. restaurante	Correct	1
Comment:		4

The results screen includes:

- The student's name, class, DOB
- The items, their correct answers, and the student's scores for each item
- The options to click "done" to submit the score or invalidate
- A "comment" feature to record notes