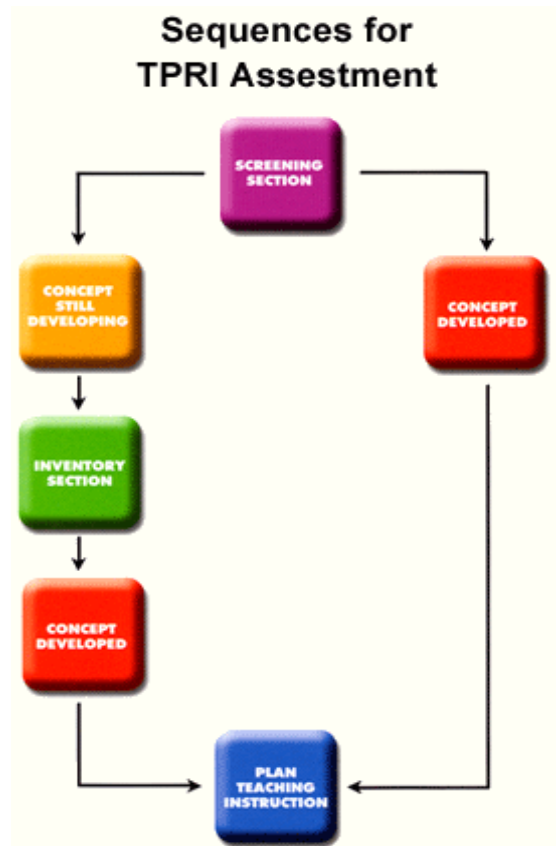


Intervention: TPRI Universal Screening Tool for PISD

Texas Primary Reading Inventory (TPRI–Universal Screening for Early Childhood Grades K–3)

The TPRI is a valid and reliable assessment tool that provides a comprehensive picture of a student’s reading/language arts development. Designed to be used with students in Kindergarten, Grade 1, Grade 2, and Grade 3 the TPRI offers a balanced and reliable approach to reading instruction. A quick Screening Section works with a more detailed Inventory Section to help teachers identify strengths and problem areas as well as monitor progress. With the TPRI, teachers can focus on helping students learn the reading concepts they need, so that all students can meet the goal of reading on grade level.

From: <http://www.tpri.org/default.asp>



Reading First Requirement	TPRI
Offer assessments that measure progress in the five essential components of reading instruction (phonemic awareness, phonics, comprehension, fluency, and vocabulary.)	✓
Identify students who may be at risk for reading failure or who are already experiencing reading difficulty.	✓
Create a reading program that includes screening assessments, diagnostic assessments, and classroom-based instructional assessment of progress.	✓
Administer screening assessments to determine which children are at risk for reading difficulty and need additional support.	✓
Offer diagnostic assessments to provide more in-depth information on students’ skills and instructional needs to form the basis of the ideal instructional plan.	✓
Give classroom-based instructional assessments that determine whether or not students are making adequate progress or need more support to achieve grade-level reading outcomes.	✓

Intervention: Tejas Lee: Universal Screening Tool for PISD

Tejas Lee (Spanish Language Universal Screening for Grades K-3)

“El Inventario de Lectura en Español de Tejas” (Tejas LEE) is a valid and reliable assessment tool that measures student’s reading and comprehension skills in Spanish. Designed for use with students in Kindergarten through Grade 3 who receive primary instruction in Spanish, the Tejas LEE allows teachers to identify early reading difficulties or risk for reading difficulties in Spanish at an early age (grades K-3). The Tejas LEE is an individually administered assessment and proper administration provides a summary of reading performance that assists teachers in planning and delivering targeted instruction.

Each Tejas LEE assessment addresses Spanish reading, comprehension and reading related skills that are of importance for the grade level being assessed. The Tejas LEE is not a translation of an English instrument. The Tejas LEE was developed to address areas important to the development of Spanish reading. All of the test items and stories within the Tejas LEE were developed in Spanish to address the development of Spanish reading and comprehension. With the Tejas LEE, teachers can focus on helping students learn the reading concepts they need, so that all children can meet the goal of reading at grade level.

The Tejas LEE also includes an Intervention Activities Guide for each grade level to provide further assistance to teachers in developing instruction plans and targeting instruction to specific skill development. The Activities Guide is aligned with the skill areas of the Tejas LEE, and activities of varying levels of difficulty are provided for each type of skill or group of skills.

Determining Student Performance Levels

Performance cut-points for each task of the Tejas LEE are presented to allow the teacher to easily and quickly identify student’s specific needs. The levels of performance include: *Desarrollado* - *Developed*; *Nivel Esperado* = *Expected performance* (not in need of intervention but not yet at mastery); and *Nivel de Intervención* = *Needs Intervention*.

In most cases, two levels of performance are presented - *Desarrollado* and *Nivel de Intervención*. However, there are some skills at certain time points where *Desarrollado* status is not expected and the student can

still be performing at expected levels. For example, in Kindergarten at the middle of the year, we would not expect students to know the name of all of the letters of the Spanish alphabet. However, it is reasonable to expect that students will know the names of some portion of the letters of the alphabet. Thus, on the letter naming task, the possible performance levels are *Desarrollado*, *Nivel Esperado* and *Nivel de Intervención*. *Desarrollado* indicates that the child has mastered the alphabet and this skill does not need to be revisited. *Nivel Esperado* indicates that the students has not yet mastered the alphabet, but is well on their way to mastery and does not need to be targeted for intervention. *Nivel de Intervención* indicates that the child is in the **lowest 25%** of the population in their alphabet knowledge at that time and intervention is recommended.

From: <http://www.tejaslee.org/>

Tejas Lee: Universal Screening Tool for PISD

Skills Addressed At Each Grade Level (Tejas Lee)

Kindergarten

- Conocimiento de la letra impresa (Book and Print Awareness)
- Identificación de las letras (Letter Naming)
- Conocimiento de los sonidos (Letter Sound Identification/Sound-Symbol correspondance)
- Conocimiento fonológica (Phonological Awareness includes Syllables/Phonemes)
 - Unión de las sílabas (Blending Syllables into Words)
 - Segmentación de las sílabas (Segmenting Words into Syllables)
 - Identificación del sonido inicial (First Sound Identification)
- Reconocimiento de las palabras (Decoding/Single Word Reading)
- Comprensión Auditiva (Listening Comprehension)

First Grade

- Conocimiento de los sonidos (Letter sound identification)
- Conocimiento fonológica (Phonological Awareness includes Syllables/Phonemes)

- Unión de las sílabas (Blending Syllables into Words)
- Segmentación de las sílabas (Segmenting Words into Syllables)
- Omisión de las sílabas (Syllable Omission)
- Identificación del sonido inicial (First Sound Identification)
- Unión de los sonidos (Blending Phonemes into Words)
- Segmentación de los sonidos (Segmenting Words into Phonemes)
- Omisión de los sonidos (Phoneme Omission)
- Comprensión auditiva (Listening comprehension)
- Exactitud de Lectura (Reading accuracy)
- Proporción de la fluidez de la lectura (Reading fluency)
- Comprensión de la lectura (Reading comprehension)

Second Grade

- Dictado (Spelling)
- Exactitud de Lectura (Reading accuracy)
- Proporción de la fluidez de la lectura (Reading fluency)
- Comprensión de la lectura (Reading comprehension)

Third Grade

- Dictado (Spelling)
- Accentuación y diéresis (Application of Accents and Dieresis)
- Fluidez en el reconocimiento de las palabras (Single Word Reading Fluency)
- Exactitud de lectura (Reading Accuracy)
- Proporción de la fluidez de la lectura (Reading fluency)
- Comprensión de la lectura (Reading Comprehension)

Frequently Asked Questions for Tejas Lee

Who gets tested and when?

All students in grades K-3 grades, who are taught their primary reading classes in Spanish may be tested

with the Tejas LEE Spanish reading assessment instrument. Kindergarten students are tested in mid-January and again in mid-April. Grades 1–3 are tested once in the fall (one month after the start of the school year) and again in mid-April. There may be an optional mid-year assessment given in January to students in grades 1–3.

Should all Spanish speaking students be tested with Tejas LEE?

Not all students who speak Spanish as a first language should be administered a Spanish early reading instrument. The Tejas LEE is designed to be administered to students who are receiving their primary reading instruction in Spanish.

How do the Tejas LEE and the TPRI Differ?

The Tejas LEE is not a translation of the TPRI, nor is it simply a Spanish version of the TPRI. The most important difference between the two instruments is that they do not assess exactly the same set of reading skills. The Tejas LEE attempts to capture significant skills and steps in the development of Spanish reading. Therefore, it is not possible to compare results from the TPRI with results from the Tejas LEE. The Tejas LEE should be used only to examine student performance in Spanish and to plan Spanish reading instruction.

When should a student be administered an English instrument?

If the student is receiving reading instruction primarily in English, an English instrument may be more effective in providing data for instructional planning. If the student is in an English as a Second Language (ESL) program or a general education classroom where English is the language used for reading instruction, an English instrument will yield the most useful information about current skills and instructional needs.

If the Tejas LEE is administered at the beginning of the year, then it should also be given at the end of the year to allow the teacher to assess progress and gains accurately. An English assessment may also be given, in addition to the Tejas LEE, if the teacher would like to assess the student's English language skills.

Can Tejas LEE be used for Special Needs students?

You may use accommodations for students with special needs during administration of 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. A

student with an Individual Education Plan or an instructional plan developed by a Section 504 committee may use the following accommodations:

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

I teach bilingual Kindergarten and gave my Middle of the Year Administration of Tejas LEE. If a student scores "Nivel Esperado", how do I interpret their performance to plan instruction for him/her?

A student who scores "Nivel Esperado" on any section of the Tejas LEE is not developed nor do they need intervention. This student is on track for being developed by the end of the school year. Districts should monitor progress of these students, particularly those who scored at the lower end of "Nivel Esperado" cut-points, as these students are the ones who are at greater risk of falling behind. The best way to describe this is to be "vigilant", but not "worried".

In Grades 2 and 3 can I administer the "Dictado (Spelling)" section to the whole class at once?

Yes, in second and third grades, the "Dictado (Spelling)" section can be given to a whole class at one time. Individual results can then be recorded on the Individual Student Record Sheets (Folleto de Respuestas del Estudiante).

What should I do if a student misreads the same word over and over again during the reading accuracy task?

Count the word incorrect each time the student misreads the word. **Do not** give the student the correct pronunciation.

How were the fluency rates for third grade Tejas LEE developed?

Within each time point, the range of fluency scores for students who showed good story comprehension was highly variable. Some read more slowly, but still show solid reading comprehension, while others read more

quickly and also show solid comprehension.

Pilot results indicated that $\geq 80\%$ of the students who showed solid comprehension of story content in both stories at a given time point, and who read the stories at an independent or instructional level, read at average fluency rates of 70 words correct per minute.

Are accents in the TEKS for Spanish instruction?

The Spanish TEKS expects that *third grade students* will:

1. Write using silent letters in syllables, dieresis marks, written accents, and spelling patterns using q/c/k, b/v, r/rr, y/ll, c/h/g or ch, g/j, j/x, i/y, and s/c/z.
2. Write with more proficient spelling of:
 - a. inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added;
 - b. inflectional endings, including verb tenses and plurals of words ending in z such as lápiz-lápices; and
 - c. contractions, compounds, and homonyms such as casar-cazar and cocer-coser.
3. Write with more proficient use of:
 - a. orthographic patterns and rules such as qu together, using n before v, m before b, and m before p changing z to c when adding -es.

Many of the expectations above are addressed in the third grade Tejas LEE through the spelling task. The application of accenting and dieresis is measured separately from spelling so that the focus of the task is on the application of the accenting or dieresis rule and is not confounded by the student's ability to spell a word. Students spelling skills are assessment in the spelling task.

While the third grade Tejas LEE does not assess accenting and dieresis in the beginning and middle of the year, instruction in these skills is expected throughout the school year. Teachers are more than welcome to spot check student performance throughout the year on their own.

What will a student's performance on the Third Grade word list fluency (single word decoding fluency) tell me about the student's skills and instructional needs?

In addition to fluent story reading, the Texas TEKS requires that third grade students “read both regular and irregular words automatically, ... and develop automatic recognition of words that use specific spelling patterns such as q/c/k, b/v, s/c/z, y/l, g/j, x/j, i/y, r/rr, h, ch, gue, and gui)...”. The single word reading list provides the teacher with the opportunity to assess these skills independent of content laden reading. Single word decoding fluency provides information about the student's ability to decode words automatically. The story fluency provides information about the student's ability to decode words automatically in the context of a story.

While seemingly a fine distinction, the information has very practical and important implications. For example, if a student performs well on single word fluency, but poorly on fluency when reading words in context, the teacher knows that the primary issue is not the child's foundation phonemic awareness abilities per se, rather, their ability to apply these rules automatically within authentic text. On the other hand, if the student shows poor single word reading fluency, then the most serious problem is the student's basic inability to automatically decode words and the underlying phonemic awareness knowledge required to complete this task.

From: <http://www.tejaslee.org/>