TPRI

Early Reading Assessment

Training Modules

Participant Packet

Using the TPRI — Grade 1

Goals

What
Learn what is included in the first grade TPRI kit and what it assesses.

Why
Clarify the purpose of the TPRI first grade kit.

How
Discover when and how to administer the first grade TPRI and practice giving parts of the assessment.

What Next
Plan to learn the steps for using TPRI scores to inform your teaching.

4 *What is the TPRI?*

Directions: Working alone or with a partner, complete the puzzle by filling in the blanks using the choices below.

_____: an early reading _____ consisting of a _____

Section to identify _____ students and an Inventory Section to

_____ specific _____ needs.

| screening | at-risk | assessment | diagnose | TPRI | instructional |

5 *The Main Ideas*

6 *Goals for This Training*

- *What* – Learn what is included in the first grade TPRI kit and what it assesses.
- *Why* – Clarify the purpose of the TPRI first grade kit.
- *How* – Discover when and how to administer the first grade TPRI and practice giving parts of the assessment.
- *What Next* – Plan to learn the steps for using TPRI scores to inform your teaching.

7 *Training Logistics and Reminders*

8 **SECTION 1: WHAT?**

Goal: *Learn what is included in the first grade TPRI kit and what it assesses.*

9   *What is the TPRI?*

- A K-3 reading assessment
- Given by the classroom teacher
- Includes a Screening Section & an Inventory Section
- Given at Beginning, Middle and End-of-Year

10   *What are the Screening and the Inventory?*

Turn and Talk: Turn to your neighbor and talk about the importance of the screening and inventory.

_____

_____

11   *What's in the First Grade Kit?*

12   *WHAT Main Idea*

Directions: Draw lines to connect each item on the right with either the Screening Section or the Inventory Section

Screening Section   At-risk students

Diagnose

Help target instruction

Inventory Section   Identify

Lengthier

Briefer

13   SECTION 2: WHY?

Goal: *Clarify the purpose of the TPRI first grade kit.*

14 *The Purpose of TPRI*

The purpose of TPRI is to provide information that helps teachers teach!
- Screening Section identifies at-risk students.
- Inventory Section diagnoses instructional needs.
- The Intervention Activities Guide provides _____

  tools and _____ for teachers.

15 *Screening, Inventory and Other Types of Assessments*

- Review the *Types of Assessment Handout* towards the back of your packet for more information on different types of assessments and their purposes.

16 *Early Identification is Important*

Without early intervention, students who struggle usually don't _____. Early intervention is also more

_____.

Remember: TPRI can reliably identify students early so intervention can be provided!

17 *WHY Main Idea*

- The TPRI _____ _____ quickly identifies students who are at-risk of struggling as readers.
- The TPRI _____ _____ provides information about the specific instruction that will help students move forward.
- The Teacher's Guide and *Intervention Activities Guide* (IAG) provide lesson planning tools and intervention activities to address student needs.

18 **SECTION 3: HOW?**

Goal: *Discover when and how to administer the first grade TPRI and practice giving parts of the assessment.*

19   *When Do I Give TPRI?*

🔑

TPRI is given at three time points.
- BOY – 2 weeks after school starts
- MOY – mid-January
- EOY – mid-April

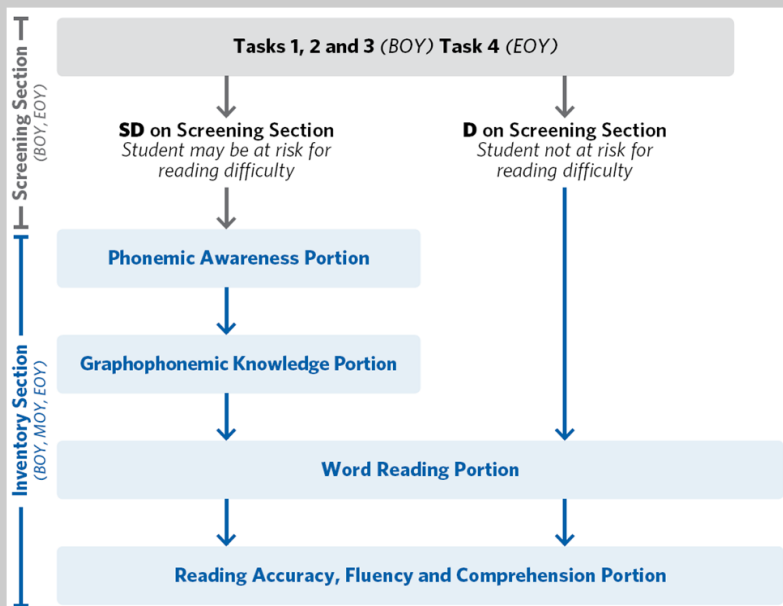The Screening Section in grade 1 is given at _____ and _____.

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20   *Importance of Accurate and Reliable Administration*

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21   *HOW Main Idea – 1*

❗

Why is it important to use the Teacher's Guide and follow the administration scripts and procedures carefully?

_____

_____

_____

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22   *Giving the Assessment: Overview*

🔑

Screening Section (BOY, EOY)

Tasks 1, 2 and 3 (BOY) **Task 4** (EOY)

SD on Screening Section
Student may be at risk for reading difficulty

D on Screening Section
Student not at risk for reading difficulty

Inventory Section (BOY, MOY, EOY)

Phonemic Awareness Portion

Graphophonemic Knowledge Portion

Word Reading Portion

Reading Accuracy, Fluency and Comprehension Portion

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23 **Getting Started at Beginning-of-Year (BOY)**

🔑
- Give Screening 1 to all students.
- Scores on the Screening determine which Inventory task you administer next.
- The Branching Rules at the bottom of the page tell you where to go next.

24 **Administering Screening 1**

25 **Practice Screening 1**

✏️
1. Find a partner.
2. One of you read the teacher's part and the other person answer as the student. Switch roles when you finish.
3. Read directions from the Teacher's Guide and read the items from the Student Record Sheet.
4. Mark your scores on the Student Record Sheet.

Grade 1

SCR-1 Letter Sound

Practice Items:

T t

A a

Task Items:

U u

G g

E e

Q q

H h

C c

V v

N n

L l

W w

Grade 1

BOY Start Screening — Graphophonemic Knowledge
SCR-1 Letter Sound
BOY

Materials: Grade 1 SCR-1 Letter Sound Task Card, Student Record Sheet, blank sheet of paper, pen/pencil

Directions: Take out the SCR-1 Letter Sound Task Card. Place the sheet of paper over the letters on the card. Administer both Practice Items below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

Practice Items: **I'm going to show you some letters and I want you to tell me the names of the letters.**

Uncover the first letter, both upper and lowercase, but keep the remaining letters covered.

Tell me the name of this letter.

After the student says the letter name,

Now, tell me the sound it makes.

If the student does not know the name or sound of the letter,

That's not quite right. The name of the letter is T (Practice 1) or A (Practice 2) and the sound it makes is /t/ (Practice 1) or /ă/ (Practice 2).

If the student says a long vowel sound for a vowel (e.g., /ā/ as in *lake*),

That's one sound this letter makes. Can you tell me another sound for this letter?

Task Items: Proceed to Task Items on the Student Record Sheet.

You may not provide the letter name or sound when the student responds incorrectly. However, you may ask for the letter's sound when the student provides the letter name, and ask for another sound when the student provides a long vowel sound.

If the student does not say the name of the letter or sound of the letter within 10 seconds, administer the next Task Item.

Tell me the name of this letter.

Now, tell me the sound it makes.

Branching Rules: **D: 8-10 correct.** Go to SCR-2, page 31.
SD: 0-7 correct. Go to SCR-3, page 32.

Screening — Graphophonemic Knowledge
SCR-1 Letter Sound
BOY

	Answer		Letter Name Score (0, 1)	Letter Sound Score (0, 1)
1. U u	U u	/ŭ/		
2. G g	G g	/g/		
3. E e	E e	/ĕ/		
4. Q q	Q q	/q/		
5. H h	H h	/h/		
6. C c	C c	/c/		
7. V v	V v	/v/		
8. N n	N n	/n/		
9. L l	L l	/l/		
10. W w	W w	/w/		
	TOTAL CORRECT: *Letter Name Score Not Tallied* (10 possible)			

Branching Rules

D: 8-10 correct. Go to SCR-2, page 31.

SD: 0-7 correct. Go to SCR-3, page 32.

26 *Practice Quick Check*

When you were the teacher on Screening 1 did you:

☐ Give both practice items?

☐ Give feedback if the student gave a letter sound when you asked for a letter name?

☐ Give feedback if the student gave you a long vowel sound instead of short vowel sound?

☐ Give feedback at the end of the task that was encouraging and positive (i.e. "good job," or "nice work")?

☐ Mark a 1 for correct answers and a 0 for incorrect answers?

☐ Mark your answers in the BOY column?

☐ Mark the total number correct box at the bottom of the column?

☐ Review the Branching Rules to see where you would go next?

27 *Following the Branching Rules*

Remember: The Branching Rules provide a page of the Teacher's Guide to go to.

28 *HOW Main Idea – 2*

2. Follow the Branching Rules provided.

29 *Moving from the Screening Section to the Inventory Section*

• All students move to the Inventory Section once they are finished with the Screening Section.

• Students who score D on the screening move directly to which portion of the inventory? _____

• Students who score SD on the screening move directly to which portion of the inventory? _____

30 🔑 ***The PA Portion of the Inventory Section: Overview***

The phonemic awareness portion consists of 4 different tasks, each of which gets harder.

The PA tasks on the TPRI do not cover all of the PA skills that are important for students to know! The other skills need to be taught.

31 🔑 ***The PA Portion of the Inventory Section: Branching Rules***

Since the PA tasks get harder and harder, students move to the next PA task only if they score _____.

32 ***PA-1 and PA-2: Blending***

33 🔑 ***Important Information about PA Tasks***

- When making single sounds, be careful not to add a vowel sound.
- Practice saying the PA tasks out loud before giving the assessment to a student.

34 ❗ ***HOW Main Idea—3***

- Practice all Phonemic Awareness tasks before giving TPRI.
- Practice at BOY, MOY, and EOY.

35 📝 ***Practice PA-2 Blending Phonemes***

1. Work with a partner.
2. Practice PA Task 2, Blending Phonemes.
3. Mark your scores on the Student Record Sheet box as you give the task.
4. Notice where the Branching Rules would send you next.
5. Change roles and practice again.

Grade 1

Inventory Phonemic Awareness

PA-2 Blending Phonemes

MOY and EOY: If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.

Materials: *Student Record Sheet, pen/pencil*

Directions: Say the sound for each letter or cluster of letters, not the letter name, at approximately ½ second intervals. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

Practice Items: **Listen to me as I say some words very slowly. If I say /r/ /u/ /g/, I know the word is *rug*. What would the word be if I say /c/ /a/ /t/?** (cat)

If the student is unsuccessful in pronouncing the word,

That's not quite right. The word is *cat*.

Task Items: Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names,* and say the word silently to yourself first.

Branching Rules: **D: 4-5 correct.** Go to PA-3, page 36.

SD: 0-3 correct. Go to GK-1, page 38.

PROMPT: What would the word be if I say _____?

Inventory Phonemic Awareness

PA-2 Blending Phonemes

Remember, pronounce letter sounds, not letter names, and say the word silently to yourself first.	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. /r/ /o/ /ck/	rock			
2. /s/ /a/ /ve/	save			
3. /g/ /r/ /a/ /ss/	grass			
4. /b/ /a/ /n/ /d/	band			
5. /c/ /a/ /n/ /d/ /y/	candy			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct. Go to PA-3, page 36.

SD: 0-3 correct. Go to GK-1, page 38.

☐ **Check box if Task is Developed.** This Task no longer needs to be administered.

36 🔑 *PA-3 & PA-4: Deleting Sounds*

Be careful to really isolate the sound you want students to delete. If you don't, it will be impossible for many students to answer correctly!

37 🔑 *The GK Portion of the Inventory Section: Overview*

According to the order of TPRI tasks, what is a more difficult skill?

Substituting a middle vowel **OR** Substituting an initial blend?

38-39 ✏️ *GK-1 Initial Consonant Substitution: Practice*

Practice GK-1 with your partner.
- If needed, tear off the letters at the bottom of the page.
- Mark your answers on the Student Record Sheet
- Read the Branching Rules
- Switch roles and practice again

Go to next two pages for practice.

Inventory — Graphophonemic Knowledge

GK-1   Initial Consonant Substitution

> **MOY and EOY:** If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.

Materials: Grade 1 Magnetic Task Board, Student Record Sheet, blue alphabet letters, blank sheet of paper, pen/pencil

Directions: Arrange the following letters at the top of the task board in the order indicated:

b s l d c f p h

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

Practice Items: **I want you to use the letters on the board to make words.**

Uncover the word part __og.

These two letters make __og. If I put this letter at the beginning of __og, I make the word *cog.*

Take the letter *c* and place it in front of __og. Remove the letter.

Can you make the word *cog*?

If the student is unsuccessful in spelling the word,

That's not quite right. If I put this letter at the beginning of __og, I make the word *cog.*

Task Items: Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Branching Rules: **D: 4-5 correct.** Go to GK-2, page 39.
SD: 0-3 correct. Go to WR-1, page 43.

PROMPT: Can you make the word _____?

Inventory — Graphophonemic Knowledge

GK-1   Initial Consonant Substitution

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. __og	h			
2. __og	l			
3. __ig	p			
4. __ig	f			
5. __ad	s			
TOTAL CORRECT: *(5 possible)*				

Branching Rules

D: 4-5 correct.
Go to GK-2, page 39.

SD: 0-3 correct.
Go to WR-1, page 43.

❏
Check box if Task is Developed.
This Task no longer needs to be administered.

Grade 1 Magnetic Task Board

Arrange the alphabet letters here.

GK-1 Blue letters

___og ___

___ig ___

___ad ___

GK-2 Green letters

fa___

ra___

sa___

si___

b s l d c f p h

40-41 *Word Reading Portion*

For the Word Reading task, students read a list of words. The list consists of four sets of five words

- All words on the word list are decodable.
- When students read words incorrectly, write the phonetic spelling of the word the student says.
- Error Analysis Chart helps you understand specific student confusion with word decoding.

42 **The Reading Accuracy, Fluency, and Comprehension Portion**

- Students read 2 different stories at each time point.

43 *Story Difficulty*

BOY	Story 1 (fiction)	Easier
	Story 2 (fiction)	Harder
MOY	Story 3 (fiction)	Easier
	Story 4 (fiction)	Harder
EOY	Story 5 (non-fiction)	Harder
	Story 6 (fiction)	Hardest

44 *Administering a Story & Marking Errors*

- Remember that if the student pauses for 3 seconds or takes 3 seconds to sound-out the word, you should give the word and mark it as an error.

45 *Determining Accuracy*

❶ Accuracy Level

Record Number of Errors in Box	Errors
Fru	9 or more errors	
Inst	5-8 errors	
Ind	0-4 errors	

Fru = Frustrational = 0-89% of words correct or 3 or more errors in 1st sentence
Inst = Instructional = 90-94% of words correct
Ind = Independent = 95-100% of words correct

46   *Accuracy = Frustrational, What Next?*

If the student reaches the frustrational level:

- Write FRU by the story on the Student Record Sheet.

- Read the story to the student.

- Ask the comprehension questions to assess student's Listening Comprehension of the story.

- If the student is FRU on the 1st story, s/he still attempts to read the 2nd story.

- Do not back-up to a previous story.

47   *Determining Fluency*

② Time			③ Fluency Rate *(words correct per minute = WCPM)*							
Min : Sec	=	Total Seconds	Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
:	=		76	-		=		÷		x 60 =	

The reading rate goal is 60 WCPM by the end of grade 1.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 45.

48   *Scoring the Comprehension Questions*

- Score questions as right or wrong.
- Answers can be correct even if they do not match the sample answers.
- Don't wait more than 20 seconds total for a student to answer.

49   *Comprehension Question Types*

4 types of comprehension questions:
Recalling Details
- Information is stated directly in the text.
- *Do students understand important story details?*

Linking Details
- Require connecting information in multiple sentences.
- *Do students understand important story details & make connections from one part of the text to another?*

Inferring Meaning
- Students make connections beyond the text.
- *Can students gain deeper understanding of a text?*

Inferring Word Meaning
- Students give the meaning of a word from the story.
- *Can students understand text with less familiar words?*

50 ***Practice Story Reading***

1. Work with a partner, taking turns as teacher and student.
2. Use the Teacher's Guide for administration instructions, and the scoring sheet for marking errors.
3. Remember to time the student from when s/he starts reading.
4. When you are the student, be sure to make some errors.
5. Calculate the accuracy and fluency scores for your student.
6. Ask the first 2 comprehension questions.

Inventory   Reading Accuracy and Fluency

READ-BOY Story 1 - *Tut*

Materials: *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

Directions: If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (9 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

Task Items: **I'm going to ask you to read a story. The title of the story is *Tut*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

Scoring: Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet. If necessary, prompt the student to move on. Do not provide the word.

Errors include:
- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:
- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Story 1

Tut

Meg has a cat. His name is Tut. He is a big, black cat. Tut sits on Meg's lap. He likes it when Meg pets him and rubs his back.

Meg has a box on the bed. Tut jumps in the box.

"Get out of the box!" Meg says.

Tut shuts his eyes.

Meg thinks. Tut does not have a bed!

"OK, Tut," she says. "The box is your new bed."

Meg pets him. Tut purrs.

Inventory   Reading Accuracy and Fluency

READ-BOY Story 1 - *Tut*

Meg has a cat. `STOP if 3 errors in first sentence`
His name is Tut. He is a big, black cat. Tut sits on Meg's lap. He likes it when Meg pets him and rubs his back. Meg has a box on the bed. Tut jumps in the box. "Get out of the box!" Meg says. Tut shuts his eyes. Meg thinks. Tut does not have a bed! "OK, Tut," she says. "The box is your new bed." Meg pets him. Tut purrs.

① Accuracy Level

	Record Number of Errors in Box	Errors
Fru	9 or more errors	
Inst	5-8 errors	
Ind	0-4 errors	

② Time

Min : Sec	=	Total Seconds
:	=	

③ Fluency Rate *(words correct per minute = WCPM)*

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
76	-		=		÷		x 60 =	

The reading rate goal is 60 WCPM by the end of grade 1.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 45.

Inventory   Reading Comprehension

READ-BOY Story 1 - *Tut*

Recalling Details	Score (0, 1)	
1. **Where does Tut sit?** Sample answer: On Meg's lap.		Total
2. **What does Tut do with the box on the bed?** Sample answer: Jumps in it.		

51 *Procedures for MOY and EOY: Jumping-In*

Remember:
- At MOY and EOY, administer all SD tasks from BOY or MOY.
- Administer the Comprehension task to all students at BOY, MOY and EOY.

52 *HOW Main Idea — 4*

1. Use the Teacher's Guide to administer all tasks, and follow the scripts and procedures carefully to ensure consistent and accurate administration for all students.
2. Follow the Branching Rules provided.
3. Practice all phonemic awareness tasks before giving TPRI.
4. Complete Student Record Sheet and summary pages.

53 *The Student Summary Sheet*

54 *Information Gained – Overview*

- The Screening Summary tells whether the student is likely at-risk for difficulty.
- The PA, GK & Word Reading scores demonstrate student under-standing of sounds and of sound/spelling relationships.
- The summary of the Reading Accuracy, Fluency and Comprehension Portion provides information about the student's ability to read fluently and comprehend effectively.

55 *The Class Summary Sheet*

56 *HOW Main Idea Review*

1. Use the Teacher's Guide to administer all tasks, and follow the scripts and procedures carefully to ensure consistent and accurate administration for all students.
2. Follow the Branching Rules provided.
3. Practice all phonemic awareness tasks before giving TPRI.
4. Complete Student Record Sheet and summary pages.

57 *The "Quick Review" Sheet*

- Tear off the back page of your packet (The Quick Review Sheet).
- Fold it in half and stick it in your **Teacher's Guide** for reference while administering the assessment.

58 *TPRI Website and Contact Information*

- For more information, IAG Blackline Masters and updates or news go to http://tpri.org.
- All TPRI questions can be emailed to tpri@uth.tmc.edu.

59 *Questions*

60 **SECTION 4: WHAT NEXT?**

Goal: *Plan to learn the steps for using TPRI scores to inform your teaching.*

61-62 *Additional Training Modules*

Next TPRI Training: _____

Date: _____

63   *Summary of Main Ideas*

WHAT
The TPRI is an early reading assessment with two sections: a Screening section to identify at-risk students and an Inventory Section to diagnose specific instructional needs.

WHY
The purpose of TPRI is to provide information that helps teachers teach!
- *The Screening Section quickly identifies students who are at-risk of struggling as readers.*
- *The Inventory Section provides information about the specific instruction that will help students move forward.*
- *The Teacher's Guide and IAG provides lesson planning tools and Intervention Activities to address student needs.*

HOW
1. *Use the Teacher's Guide to administer all tasks, and follow the scripts and procedures carefully to ensure consistent and accurate administration for all students.*
2. *Follow the Branching Rules provided.*
3. *Practice all phonemic awareness tasks before giving TPRI.*
4. *Complete Student Record Sheet and summary pages.*

QUICK REVIEW SHEET

YOU NEED

- Teacher's Guide
- Grade 1 screening task cards
- Grade 1 magnetic task board
- Magnetic letters provided for each task
- Student Record Sheet
- Blank sheet of paper
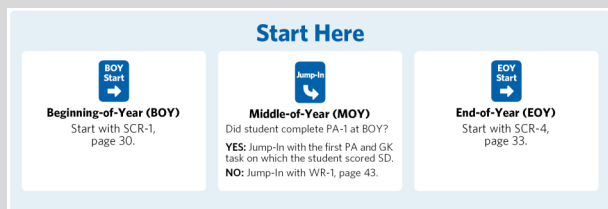- Pencil / Pen
- Stopwatch
- Student Story Booklet

THE SCREENING & INVENTORY SECTIONS

- Screening Section: identifies at-risk students
- Inventory Section: diagnoses instructional needs

WHEN DO I GIVE TPRI?

- BOY – 2 weeks after school starts
- MOY – mid-January
- EOY – mid-April

WHERE DO I START?

Start Here

BOY Start →
Beginning-of-Year (BOY)
Start with SCR-1,
page 30.

Jump-In ↰
Middle-of-Year (MOY)
Did student complete PA-1 at BOY?
YES: Jump-In with the first PA and GK task on which the student scored SD.
NO: Jump-In with WR-1, page 43.

EOY Start →
End-of-Year (EOY)
Start with SCR-4,
page 33.

GK PORTION OF THE INVENTORY

- Students move to the next GK task only if they score D.

WORD READING TASK

- If students can't read any of the words in Set 1 correctly, stop the task.
  Otherwise students attempt all sets.
- If students score D on all four sets, they don't have to take the Word Reading task again later in the year.
- Use phonetic spellings to write down student errors.
- Do not complete the Error Analysis Chart while with the student.

TPRI Training Modules
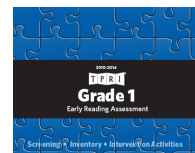
QUICK REVIEW SHEET

READ-BOY, READ-MOY, READ-EOY

- The student reads 2 stories while you mark errors and time their reading.
- The student answers the comprehension questions about each story after reading it.
- If the student reaches the frustrational level with a story, you may have them stop reading. Then, read the entire story aloud to them before you ask the comprehension questions.

TO START STORY READING

- Place the Story Booklet in front of the student.
- Start the stopwatch when the student reads the first word of the story.
- Mark errors on the Student Record Sheet.

STORY READING ERRORS

- Mispronunciations
- Substitutions
- Omissions
- Reversals
- 3-Second Hesitations (provide the word with this type of error **only**)
- If the student reads the same word incorrectly multiple times throughout a story, count the word as an error each time it is read incorrectly.

3-SECOND HESITATIONS

- Pauses for longer than 3 seconds.
- Sounds out the word for longer than 3 seconds.
- Provide the word and mark it as an error.

SCORING COMPREHENSION QUESTIONS

- Rely on your professional judgment in scoring responses as correct or incorrect (correct answers don't have to match the sample answers).
- Don't wait more than 20 seconds total for a student to answer*.*

TPRI Training Modules

QUICK REVIEW SHEET

FROM ASSESSMENT TO INSTRUCTION
- Use your TPRI data to help plan effective, targeted instruction.
- "From Assessment to Instruction" is the last section of the Teacher's Guide. It provides:
    - Grouping Tools
    - Lesson Planning Tools
    - Links to the *Intervention Activities Guide* (IAG)

TPRI WEBSITE AND CONTACT INFORMATION
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- All TPRI questions can be emailed to tpri@uth.tmc.edu.
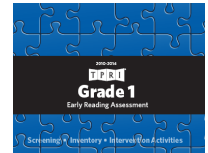
TPRI TERMS
- **Sections of TPRI:**
  Screening Section—Identifies at-risk students
  Inventory Section—Diagnoses instructional needs
- **SD**—Still Developing
- **D**—Developed
- **IAG**—*Intervention Activities Guide*
- **BOY**—Beginning-of-Year
- **MOY**—Middle-of-Year
- **EOY**—End-of-Year
- **PA**—Phonemic Awareness
- **GK**—Graphophonemic Knowledge
- **RTI**—Response to Instruction
- **Inventory Portions**
  PA
  GK
  Word Reading
  Reading Accuracy, Fluency & Comprehension
- **Individual Student Record Sheet**—Where teachers write scores for each student.
- **Student Summary Sheet**—Perforated page at the front of each Individual Student Record Sheet where a student's scores are summarized.
- **Class Summary Sheet**—Where teachers record the scores for all the students in the class.
- **Accuracy Levels**
  Fru—Frustrational, 0-89% correct
  Inst—Instructional, 90-94% correct
  Ind—Independent, 95-100% correct
- **Comprehension Question Types**
  Recalling Details
  Linking Details
  Inferring Meaning
  Inferring Word Meaning

Types of Assessments

The TPRI includes three types of assessments: screening, benchmark and progress monitoring, but not an outcome assessment. Each type of assessment has a different purpose which leads to different designs and uses.

Type of Assessment	Outcome	Screening	Benchmark (like TPRI Inventory Sect.)	Progress Monitoring
Purpose	Evaluate students and schools	Identify at-risk students	Identify instructional needs	Determine whether instruction is working
Used With	Whole class	Whole class	Whole class	Intervention students
Frequency	Usually once a year	Once or twice a year	BOY, MOY, EOY	Every 2-3 weeks
Time to Administer	Lengthy (up to a day or more)	Very brief (a few minutes)	Less brief (15-45 minutes)	Brief (5-10 minutes)

Outcome Assessments:
- Standardized tests like the Stanford, Iowas, or a state assessment.

- The content is often connected to the curriculum and/or to state standards.

- Not designed to give teachers information to guide daily instruction.

Screening Assessments:
- Used to identify those students who may struggle if they don't receive extra help.

- Sometimes referred to as "universal screenings" since they are used with everyone in the class (to be sure not to miss anyone).

- Can be very brief since they don't give detailed information about students - just putting them into a category of either at-risk or not.

Benchmark assessments (like TPRI Inventory Section):
- Help teachers determine priorities and needs for each student.

- Testing 3 times/year (BOY, MOY & EOY) helps insure that students are making strong progress in each area, and helps teachers readjust if necessary.

- Usually take longer to give since they are more comprehensive and provide more detailed information about student needs.

Progress Monitoring Assessments:
- Used with students who receive extra help to see if our interventions are working.

- Used every two weeks to help ensure that student progress does not slow or stop for extended periods of time.

- More frequent so they need to be briefer. They also are more targeted to certain skills so they can be less comprehensive than benchmark assessments.