



Early Reading Assessment

Training Modules

Participant Packet

Using the TPRI — Grade 2

Goals



What

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



Why

Clarify the purpose of the TPRI second grade kit.



How

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



What Next

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



= Key Points



= Activity



= Main Idea



= Handout



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 second grade TPRI kit and what it assesses.
- **Why** – Clarify the purpose of the TPRI second grade kit.
- **How** – Discover when and how to administer the second 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 second grade TPRI kit and what it assesses.



= Key Points



= Activity



= Main Idea



= Handout

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 Second 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 second grade kit.



= Key Points



= Activity



= Main Idea



= Handout

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 second grade TPRI and practice giving parts of the assessment.



= Key Points



= Activity



= Main Idea



= Handout

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 2 is only given at _____.



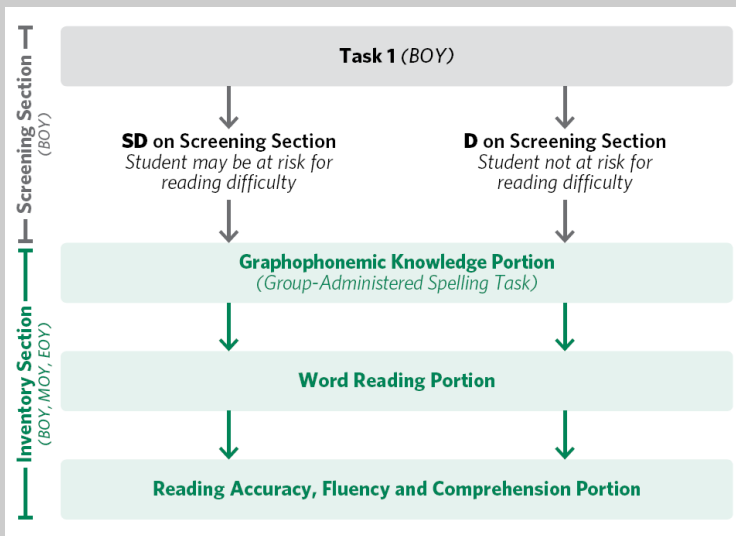
20 **Importance of Accurate and Reliable Administration**

21 **HOW Main Idea**



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

22 **Giving the Assessment: Overview**





= Key Points



= Activity



= Main Idea



= Handout

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



- Give Screening 1 to all students.
- 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.

Go to next page for practice

26 *Practice Quick Check*



When you were the teacher on Screening 1 did you:

- 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 the total number correct box at the bottom of the column?

27 *Following the Branching Rules*



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

28 *Moving from the Screening to the Inventory Section*



= Key Points



= Activity



= Main Idea



= Handout

TEACHER'S GUIDE

Grade 2



Screening

SCR-1 Word Reading

BOY

Materials: Grade 2 SCR-1 Word Reading Task Card, Student Record Sheet, blank sheet of paper, pen/pencil

Directions: Take out the SCR-1 Word Reading Task Card. Uncover the words one at a time using the blank sheet of paper. Keep the remaining words covered. Administer all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

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

**I'm going to show you some words and I want you to read them to me.
If you don't know a word, it's OK. Just do the best you can.**

Scoring: 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.

Branching Rules: **D: 9-12 correct.** Go to GK-1, page 59.
SD: 0-8 correct. Go to GK-1, page 59.

STUDENT RECORD SHEET

Screening

SCR-1 Word Reading

BOY

	Score (0, 1)
1. told	
2. rice	
3. hair	
4. held	
5. born	
6. child	
7. lesson	
8. flight	
9. hurry	
10. action	
11. worse	
12. world	
TOTAL CORRECT: (12 possible)	

Branching Rules

D: 9-12 correct.
Go to GK-1, page 59.

SD: 0-8 correct.
Go to GK-1, page 59.

Overall Screening Score

D SD

Student must score D on this task to be D on the Screening.

SCR-1 TASK CARD

Grade 2

SCR-1 Word Reading

Task Items:

told

rice

hair

held

born

child

lesson

flight

hurry

action

worse

world



= Key Points



= Activity



= Main Idea



= Handout

29 *The GK Portion of the Inventory Section: Spelling*



- Designed to be administered to the _____ class at once.
- _____ tool helps you understand specific student confusion with spelling.



30 *Word Reading Portion*



- This task is designed to give teachers information about how their students read words.

31 *Scoring the Word Reading Task*



Key points to remember about the Word Reading Task:

- 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.

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



- Students read 2 different stories at each time point.

33 *Story Difficulty*



BOY

Story 1 (fiction)	Easier
Story 2 (non-fiction)	Harder

MOY

Story 3 (fiction)	Easier
Story 4 (non-fiction)	Harder

EOY

Story 5 (fiction)	Harder
Story 6 (non-fiction)	Hardest



= Key Points



= Activity



= Main Idea



= Handout

34 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.



35 Determining Accuracy



1 Accuracy Level		
	Record Number of Errors in Box	Errors
Fru	24 or more errors	
Inst	13-23 errors	
Ind	0-12 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

36 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.



= Key Points



= Activity



= Main Idea



= Handout

37 Determining Fluency

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)
221	-		=		÷		x 60 =	

The reading rate goal is 90 WCPM by the end of grade 2.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 63.



38 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.

39 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?*





= Key Points



= Activity



= Main Idea



= Handout

40

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 two comprehension questions.

Inventory

Reading Accuracy and Fluency

READ-BOY Story 1 – Rosa’s New Friend

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 (24 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 Rosa’s New Friend. 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.



= Key Points



= Activity



= Main Idea



= Handout

Inventory

Reading Accuracy and Fluency

READ-BOY Story 1 - Rosa's New Friend

In the summer, Rosa's family moved to Texas. **STOP if 3 errors in first sentence**

Rosa was sad. She left all of her friends behind and she did not know how she would find new ones. Rosa looked out the window to see if there were any children playing outside, but she did not see anyone. It was so hot that all the kids stayed inside. One day, Rosa's mom said, "Let's go to the park. I hear there is water to play in. You can run through the spray and there are buckets that dump water on your head." Rosa went with her mom to the park. When they got there, Rosa's mom told her to go play. Rosa saw lots of kids running and splashing in the water. They were smiling and having a great time. Rosa sat on a bench. The sun was beating down on Rosa's head. She felt hot, but she did not go play. A girl Rosa's age ran past and splashed Rosa. "I'm sorry!" said the girl. "Hey, you're new here. What's your name?" "Rosa." "I'm Cara. Come on, let's go play in the water," said the girl. Rosa followed Cara out into the water. They ran, splashed and giggled. At the end of the afternoon, Rosa and Cara made a plan. They would meet at the park the next day.

1 Accuracy Level

	Record Number of Errors in Box	Errors
Fru	24 or more errors	
Inst	13-23 errors	
Ind	0-12 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)
221	-		=		÷		x 60 =	

The reading rate goal is 90 WCPM by the end of grade 2.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 63.

Inventory

Reading Comprehension

READ-BOY Story 1 - Rosa's New Friend

Recalling Details		Score (0, 1)	Total
1.	Where did Rosa and her mom go? Sample answer: To the park.		
Linking Details		Score (0, 1)	Total
2.	At the beginning of the story, why was Rosa sad? Sample answer: She moved; she left her friends behind; she didn't know how she would find new friends		

Grade 2

Story 1

Rosa's New Friend

In the summer, Rosa's family moved to Texas. Rosa was sad. She left all of her friends behind and she did not know how she would find new ones. Rosa looked out the window to see if there were any children playing outside, but she did not see anyone. It was so hot that all the kids stayed inside.

One day, Rosa's mom said, "Let's go to the park. I hear there is water to play in. You can run through the spray and there are buckets that dump water on your head."

Rosa went with her mom to the park. When they got there, Rosa's mom told her to go play. Rosa saw lots of kids running and splashing in the water. They were smiling and having a great time. Rosa sat on a bench. The sun was beating down on Rosa's head. She felt hot, but she did not go play.

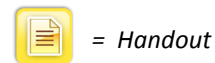
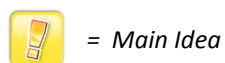
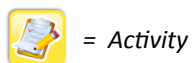
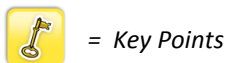
A girl Rosa's age ran past and splashed Rosa.

"I'm sorry!" said the girl. "Hey, you're new here. What's your name?"

"Rosa."

"I'm Cara. Come on, let's go play in the water," said the girl.

Rosa followed Cara out into the water. They ran, splashed and giggled. At the end of the afternoon, Rosa and Cara made a plan. They would meet at the park the next day.



41 *The Student Summary Sheet*



42 *Information Gained – Overview*



- The Screening Summary tells whether the student is likely at-risk for difficulty.
- The GK (spelling) & Word Reading scores demonstrate student understanding 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.

43 *The Class Summary Sheet*

44 *HOW Main Idea*



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.

45 *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.

46 *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.

47 *Questions*



= Key Points



= Activity



= Main Idea



= Handout

48

SECTION 4: WHAT NEXT?

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



49-50

Additional Training Modules

Next TPRI Training: _____

Date: _____

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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.

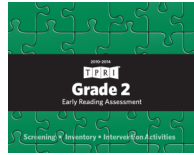
WHY

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 provide lesson planning tools and intervention activities to address student needs.



HOW

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.



QUICK REVIEW SHEET

YOU NEED

- Teacher's Guide
- Story Booklet
- Grade 2 SCR-1 Task Card
- Student Record Sheet
- Stopwatch 
- Pencil / Pen 

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

The Screening Section is only given at BOY.

WHERE DO I START?

Start Here



Beginning-of-Year (BOY)
Start with SCR-1,
page 58.



Middle-of-Year (MOY)
Start with GK-1,
page 59.



End-of-Year (EOY)
Start with GK-1,
page 59.

GK-1 SPELLING

- Administer GK-1 to the whole class at BOY, MOY & EOY as a group spelling test.

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.



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

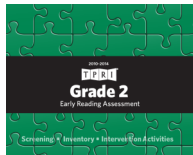
- Mispronunciations
- Substitutions
- Omissions
- Reversals
- 3-Second Hesitations (provide the word with this type of error **only**)
- If the student reads the same word incorrectly multiple times throughout a story, count the word as an error each time it is read incorrectly.

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.



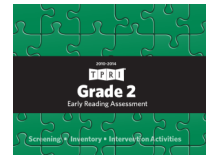
QUICK REVIEW SHEET

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

- 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.



QUICK REVIEW SHEET

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 their 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)

<p>Outcome Assessments:</p> <ul style="list-style-type: none"> 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. 	<p>Screening Assessments:</p> <ul style="list-style-type: none"> 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.
<p>Benchmark assessments (like TPRI Inventory Section):</p> <ul style="list-style-type: none"> 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. 	<p>Progress Monitoring Assessments:</p> <ul style="list-style-type: none"> 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.