



Early Reading Assessment

*Training Modules*

## ***Participant Packet***

# Using the TPRI — Kindergarten

## Goals



### ***What***

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



### ***Why***

Clarify the purpose of the TPRI kindergarten kit.



### ***How***

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

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### 11 What's in the Kindergarten 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 kindergarten 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 kindergarten 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 – 6 weeks after school starts
- MOY – mid-January
- EOY – mid-April

The Screening Section in kindergarten is given at \_\_\_\_\_

and \_\_\_\_\_.



## 20 Importance of Accurate and Reliable Administration

## 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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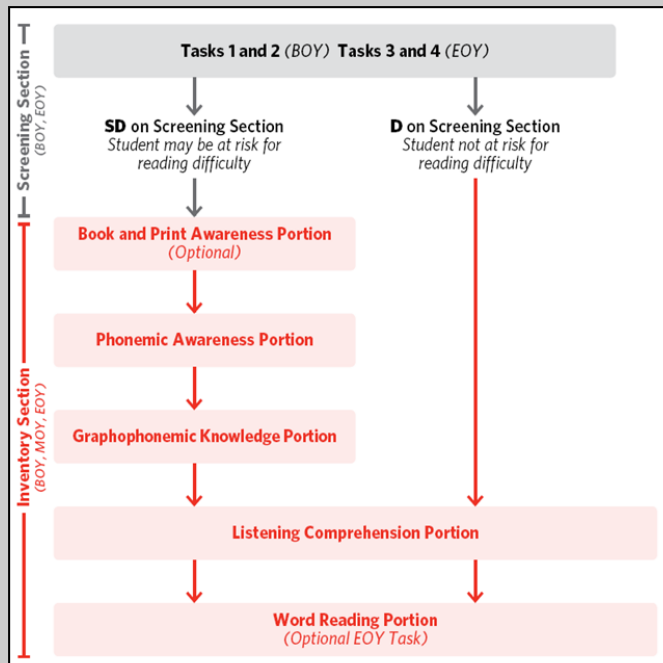


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## 22 Giving the Assessment: Overview





= Key Points



= Activity



= Main Idea



= Handout

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



- Give Screening 1 to all students.
- 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.

Kindergarten	
SCR-1 Letter Sound	
Practice Items:	T t
	A a
Task Items:	U u
	K k
	S s
	Y y
	P p
	E e
	D d
	Z z
	I i
	X x



= Key Points



= Activity



= Main Idea



= Handout



Screening

Graphophonemic Knowledge

**SCR-1 Letter Sound**

BOY

**Materials:** Kindergarten 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 /ā/ (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: 6-10 correct.** Go to SCR-2, page 13.

**SD: 0-5 correct.** Go to SCR-2, page 13.

Screening

Graphophonemic Knowledge

**SCR-1 Letter Sound**

BOY

	Answer	Letter Name Score (0, 1)	Letter Sound Score (0, 1)
1. U u	U u /û/		
2. K k	K k /k/		
3. S s	S s /s/		
4. Y y	Y y /y/ /î or ě/		
5. P p	P p /p/		
6. E e	E e /ĕ/		
7. D d	D d /d/		
8. Z z	Z z /z/		
9. I i	I i /î/		
10. X x	X x /x/		

**TOTAL CORRECT:** Letter Name Score (10 possible) Not Talled

## Branching Rules

**D: 6-10 correct.**  
Go to SCR-2, page 13.

**SD: 0-5 correct.**  
Go to SCR-2, page 13.



= Key Points



= Activity



= Main Idea



= Handout

## 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? \_\_\_\_\_





= Key Points



= Activity



= Main Idea



= Handout

### 30 *The Optional Warm-Up Activity: Book and Print Awareness*



### 31 *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.

### 32 *The PA Portion of the Inventory Section: Branching Rules*



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

What is the exception?

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### 33 *PA-1 Rhyming*

### 34 *PA-2 and PA-3: Blending*



PA-3 Blending Phonemes is harder than PA-2 since there are more parts to blend.



= Key Points



= Activity



= Main Idea



= Handout

**35**

### ***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.



**36**

### ***HOW Main Idea - 3***



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

**37**

### ***Practice PA-3 Blending Phonemes***



1. Work with a partner.
2. Practice PA Task 3, 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.

**Go to next page for practice.**



= Key Points



= Activity



= Main Idea



= Handout

Inventory

Phonemic Awareness

**PA-3****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-4, page 20.

SD: 0-3 correct. Go to GK-1, page 22.

**PROMPT:** What would the word be if I say \_\_\_\_\_?

Inventory

Phonemic Awareness

**PA-3****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. /f/ /ee/ /t/	feet			
2. /m/ /i/ /ce/	mice			
3. /s/ /ee/ /d/	seed			
4. /sh/ /o/ /p/	shop			
5. /s/ /igh/ /t/	sight			
<b>TOTAL CORRECT:</b> (5 possible)				

**Branching Rules**

**D: 4-5 correct.**  
Go to PA-4, page 20.

**SD: 0-3 correct.**  
Go to GK-1, page 22.



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



= Key Points



= Activity



= Main Idea



= Handout

### 38 PA-4 & PA-5: 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!

### 39 The GK Portion of the Inventory Section: Overview



The GK Portion contains 2 different tasks.

- Letter Name Identification
- Letter to Sound Linking

### 40 GK-2 Letter to Sound Linking: Practice



Remember to assemble all pieces necessary before you administer this task.

**Go to next two pages for practice.**

### 41-42 The Listening Comprehension Task



The Listening Comprehension task is given at BOY, MOY and EOY.

**Remember:** Answers can be correct even if they do not match the sample answers. Use your professional judgment.





= Key Points



= Activity



= Main Idea



= Handout

Inventory

Graphophonemic Knowledge

**GK-2**

## Letter to Sound Linking

**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:** Kindergarten GK-2 Letter to Sound Linking Task Card, Student Record Sheet, blank sheet of paper, pen/pencil

**Directions:** Take out the GK-2 Letter to Sound Linking Task Card. Use the blank sheet of paper to uncover one letter group at a time. Keep the remaining letter groups covered. Administer the 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:** **What is the first sound in the word *man*? (/m/)**

If the student does not identify the first sound in the word correctly,

**That's not quite right. The first sound in the word *man* is /m/.**

After the student answers the question, show the student the three letters on the Task Card simultaneously.

**Now, point to the letter that makes that sound.**

If the student is unsuccessful in pointing to the correct letter, point to the correct letter,

**That's not quite right. The letter is *m*.**

**What is the first sound in the word *net*? (/n/)**

If the student does not identify the first sound in the word correctly,

**That's not quite right. The first sound in the word *net* is /n/.**

After the student answers the question, show the student the three letters on the Task Card simultaneously.

**Now, point to the letter that makes that sound.**

If the student is unsuccessful in pointing to the correct letter, point to the correct letter,

**That's not quite right. The letter is *n*.**

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

You may not provide corrective feedback on Task Items.

**Branching Rules:** **D: 8-10 correct.**

**OR**

**SD: 0-7 correct.** Go to COM-BOY, page 24, at BOY.  
Go to COM-MOY, page 25, at MOY.  
Go to COM-EOY, page 26, at EOY.



= Key Points



= Activity



= Main Idea



= Handout

**GK-2 Letter to Sound Linking**

Practice Items:

m    l    t

s    n    b

Task Items:

f    s    t

n    m    t

r    h    l

p    r    z

p    b    h

**PROMPT:**

What is the first  
sound in the word  
\_\_\_\_\_?

Now, point to the  
letter that makes  
that sound.

 Inventory    Graphophonemic Knowledge  
**GK-2 Letter to Sound Linking**

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. funny f s t	/f/ f			
2. mother n m t	/m/ m			
3. long r h l	/l/ l			
4. zoo p r z	/z/ z			
5. puppy p b h	/p/ p			
<b>TOTAL CORRECT:</b> (10 possible)				

**Branching Rules**

**D: 8-10 correct.**  
OR  
**SD: 0-7 correct.**  
Go to COM-BOY, page 24, at BOY.  
Go to COM-MOY, page 25, at MOY.  
Go to COM-EOY, page 26, at EOY.

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



= Key Points



= Activity



= Main Idea



= Handout

### 43 Comprehension Question Types

There are 3 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 and make connections from one part of the text to another?*

#### Inferring Word Meaning

- Students give the meaning of a word from the story.



### 44 Word Reading: Optional EOY Task

### 45 Procedures for MOY and EOY: Jumping-In



#### Remember :

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

### 46 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.



= Key Points



= Activity



= Main Idea



= Handout

## 47 *The Student Summary Sheet*

### 48 *Information Gained – Overview*



- The Screening Summary tells whether the student is likely at-risk for difficulty.
- The PA, GK & Word Reading scores demonstrate student understanding of sounds and of sound/spelling relationships.
- The Listening Comprehension Portion provides information about the student's ability to comprehend effectively when hearing text read aloud.

## 49 *The Class Summary Sheet*

### 50 *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.

### 51 *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.

### 52 *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](mailto:tpri@uth.tmc.edu).

## 53 *Questions*







= Key Points



= Activity



= Main Idea



= Handout

54

## SECTION 4: WHAT NEXT?

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



55-56

### Additional Training Modules

Next TPRI Training: \_\_\_\_\_

Date: \_\_\_\_\_

57

### 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



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
- Kindergarten task cards
- Student Record Sheet
- Blank sheet of paper 
- Pencil / Pen 

### THE SCREENING & INVENTORY SECTIONS

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

### WHEN DO I GIVE TPRI?


- BOY – 6 weeks after school starts
- MOY – mid-January
- EOY – mid-April

There is a Screening Section for BOY and EOY.

### WHERE DO I START?

#### Start Here

**BOY Start**  
  
**Beginning-of-Year (BOY)**  
Start with SCR-1,  
page 12.

**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 COM-MOY, page 25.

**EOY Start**  
  
**End-of-Year (EOY)**  
Start with SCR-3,  
page 14.

### PA PORTION OF THE INVENTORY

- Say the word silently to yourself first.
- During PA tasks pronounce letter sounds, not letter names.
- Once students score D on a PA task, they don't take that task again at either MOY or EOY.
- All students who take PA-1 Rhyming move on to PA-2 Blending Word Parts, even if SD on Rhyming.



## QUICK REVIEW SHEET

### IMPORTANT INFORMATION ABOUT PA TASKS

- Do not add a vowel sound after most consonant sounds.
- Keep the vowel sound clipped for consonants such as /g/ and /b/.
- Pronounce *letter sounds*, not names, during Deleting Initial and Final Sounds tasks.

### GK PORTION OF THE INVENTORY

- Consists of 2 different tasks: Letter Name Identification and Letter to Sound Linking.
- If students score D on GK-1, they move on to GK-2, the harder GK task.

### LISTENING COMPREHENSION TASK

- Given to all students at BOY, MOY and EOY.
- Ask the comprehension questions listed on the Student Record Sheet.
- Rely on your professional judgment in scoring responses as correct or incorrect (correct answers don't have to match the sample answers).

### WORD READING: OPTIONAL EOY TASK

- Write incorrect response using phonetic spelling.
- Do not complete the error analysis while you are with the student.
- If students are successful with Set 1 then they may attempt Set 2. Since this is an optional task, it is up to the teacher to determine what "successful" means and to choose whether to advance to Set 2.

### JUMPING IN AT MOY AND EOY



#### 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 COM-MOY, page 25.



## 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](mailto: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
  - Listening Comprehension
  - Word Reading
- **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.
- **Comprehension Question Types**
  - Recalling Details
  - Linking Details

## 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
<b>Purpose</b>	Evaluate students and schools	Identify at-risk students	Identify instructional needs	Determine whether instruction is working
<b>Used With</b>	Whole class	Whole class	Whole class	Intervention students
<b>Frequency</b>	Usually once a year	Once or twice a year	BOY, MOY, EOY	Every 2-3 weeks
<b>Time to Administer</b>	Lengthy (up to a day or more)	Very brief (a few minutes)	Less brief (15-45 minutes)	Brief (5-10 minutes)

<b>Outcome Assessments:</b> <ul style="list-style-type: none"> <li>Standardized tests like the Stanford, Iowas, or a state assessment.</li> <li>The content is often connected to the curriculum and/or to state standards.</li> <li>Not designed to give teachers information to guide daily instruction.</li> </ul>	<b>Screening Assessments:</b> <ul style="list-style-type: none"> <li>Used to identify those students who may struggle if they don't receive extra help.</li> <li>Sometimes referred to as "universal screenings" since they are used with everyone in the class (to be sure not to miss anyone).</li> <li>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.</li> </ul>
<b>Benchmark assessments (like TPRI Inventory Section):</b> <ul style="list-style-type: none"> <li>Help teachers determine priorities and needs for each student.</li> <li>Testing 3 times/year (BOY, MOY &amp; EOY) helps insure that students are making strong progress in each area, and helps teachers readjust if necessary.</li> <li>Usually take longer to give since they are more comprehensive and provide more detailed information about student needs.</li> </ul>	<b>Progress Monitoring Assessments:</b> <ul style="list-style-type: none"> <li>Used with students who receive extra help to see if our interventions are working.</li> <li>Used every two weeks to help ensure that student progress does not slow or stop for extended periods of time.</li> <li>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.</li> </ul>