Using the TPRI

Lamar CISD 2012 - 2014
Second Grade
What is the TPRI?

• K-2 Reading Assessment

• Given by the classroom teacher

• Screening Section and an Inventory Section

• Monitors progress at beginning, middle and end of the year.
What are the Screening and the Inventory?

• Screening:
  – Brief assessment to identify students who are most at-risk.

• Inventory:
  – Lengthier assessment of skills in key reading domains.
  – Designed to match reading instruction with individual student needs.
What’s in the Second Grade Kit?

• Teacher’s Guide
• Task cards for giving the assessment
• Story Booklet
• Magnetic board, magnetic letters and a plastic pouch
• *Intervention Activities Guide*
• Student Record Sheets
• Class Summary Sheet
• Stopwatch
The Purpose of TPRI

Provide information that helps teachers teach!

TPRI does this with three tools:

• Screening Section
• Inventory Section
• Intervention Activities Guide
When Do I Give TPRI?

**Beginning-of-Year (BOY)**
D on Screening & Spelling (information only)
+ DRA independent reading level
**OR** SD on Screening, Spelling, Word Reading
+ DRA independent reading level

**Middle-of-Year (MOY)**
D on BOY Screening – Spelling (information only)
+ DRA independent reading level
**OR** SD on BOY Screening **OR** new since BOY – Spelling, Word Reading
+ DRA independent reading level

**End-of-Year (EOY)**
D on BOY Screening – Spelling (information only)
+ DRA independent reading level
**OR** SD on BOY Screening **OR** new who took MOY Inventory – Spelling, Word Reading
+ DRA independent reading level
TO START:

• Administer the Screening Section to all students in the class

• Start with Screening 1 – Word Reading

• Then follow the Branching Rules at the bottom of the page
Administering Screening 1

Grade 2

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 w


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

Student must score D on this task to be D on the Screening.
The GK Portion of the Inventory Section: Spelling

- The Graphophonemic Knowledge (GK) Portion - a 20 word spelling test.
- Administered to the whole class at once or individually.
- Score words as correct (1) or incorrect (0).
- Error Analysis Chart helps understand specific spelling confusion.
Word Reading Portion

- The Word Reading Portion – after the GK Portion for those students who had SD on Screening.
- Students read a list of words.
- 4 sets of 5 words each.
- If students can’t read any of the words in Set 1 correctly, they stop the task.
- If students move on to Set 2, read Sets 3 and 4, regardless of their scores on these sets.
- If correct on 4 or 5 words in a set, then score D for the set.
Scoring the Word Reading Task

- All words are decodable.
- Score words as correct (1) or incorrect (0).
- For instructional planning, write incorrect responses.
  - Use phonetic spelling that will later allow you to recall the answer the student provided.
- Error Analysis Chart helps understand specific word decoding confusion.
  - Do not complete the Error Analysis Chart while you are with the student.
Each Individual Student Record Sheet includes a perforated Student Summary Sheet.
Questions????

- Contact your campus Reading Facilitator

OR

- Beverly Richard (brichard@lcisd.org – 832-223-0146)