Using the TPRI

Lamar CISD 2012-2014
Kindergarten
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 Kindergarten 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
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 - Listening Comprehension
  
  OR

- SD on Screening - Inventory & Listening Comprehension

#### Middle-of-Year (MOY)
- D on Screening BOY - Listening Comprehension
  
  OR SD on Screening BOY
  
  OR students new since BOY – Inventory & Listening Comprehension

#### End-of-Year (EOY)
- D on Screening - Word Reading & Listening Comprehension
  
  OR SD on Screening – Inventory, Word Reading & Listening Comprehension
Giving the Assessment: Overview

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

**Screening Section**
- 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**
- Book and Print Awareness Portion (Optional)
- Phonemic Awareness Portion
- Graphophonemic Knowledge Portion
- Listening Comprehension Portion
- Word Reading Portion (Optional EOY Task)
Getting Started at Beginning-of-Year (BOY)

TO START:

- Administer Screening Section to all students
- Start with Screening 1 – Letter Sound
- Follow Branching Rules

### Start of Beginning-of-Year (BOY) Screening Section

<table>
<thead>
<tr>
<th>Screening</th>
<th>Graphophonemic Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCR-1</td>
<td>Letter Sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Letter Name Score (0, 1)</th>
<th>Letter Sound Score (0, 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>U u</td>
<td>/ũ/</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>K k</td>
<td>/k/</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>S s</td>
<td>/s/</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Y y</td>
<td>/y/ /ᵠ or ē/</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>P p</td>
<td>/p/</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>E e</td>
<td>/ẽ/</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>D d</td>
<td>/d/</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Z z</td>
<td>/z/</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I i</td>
<td>/ᵠ/</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>X x</td>
<td>/x/</td>
<td></td>
</tr>
</tbody>
</table>

**Branching Rules**

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

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

**TOTAL CORRECT:** (10 possible) Letter Name Score Not Tallied
Administering Screening 1

SCR-1 Letter Sound

Kindergarten

**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 uppercase and lowercase, but keep the remaining letters covered.

Tell me the name of this letter.

After the student says the letter name, say, *Now, tell me the sound it makes.*

If the student does not know the name or sound of the letter, say, *That’s not quite right. The name of the letter is T t (Practice 1) or A a (Practice 2) and the sound it makes is /t/ (Practice 1) or /æ/ (Practice 2).*

If the student says a long vowel sound for a vowel (e.g., /a/ as in lake), say, *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 s 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 #.
- **SD:** 0-6 correct, Go to SCR-2, page #.

### Table: SCR-1 Letter Sound

<table>
<thead>
<tr>
<th>Letter Name</th>
<th>Letter Sound</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uu</td>
<td>/ʊ/</td>
<td></td>
</tr>
<tr>
<td>Kk</td>
<td>/k/</td>
<td></td>
</tr>
<tr>
<td>Ss</td>
<td>/s/</td>
<td></td>
</tr>
<tr>
<td>Yy</td>
<td>/y/ or /ɪ/ or /æ/</td>
<td></td>
</tr>
<tr>
<td>Pp</td>
<td>/p/</td>
<td></td>
</tr>
<tr>
<td>Ee</td>
<td>/ɛ/</td>
<td></td>
</tr>
<tr>
<td>Dd</td>
<td>/d/</td>
<td></td>
</tr>
<tr>
<td>Zz</td>
<td>/z/</td>
<td></td>
</tr>
<tr>
<td>Ii</td>
<td>/ɪ/</td>
<td></td>
</tr>
<tr>
<td>Xx</td>
<td>/x/</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CORRECT:** (10 possible)

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## Following the Branching Rules

### Start of Beginning-of-Year (BOY) Screening Section

### SCR-1 Letter Sound

<table>
<thead>
<tr>
<th>Answer</th>
<th>Letter Name Score (0,1)</th>
<th>Letter Sound Score (0,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uu</td>
<td>Uu /ü/</td>
<td></td>
</tr>
<tr>
<td>2. Kk</td>
<td>Kk /k/</td>
<td></td>
</tr>
<tr>
<td>3. Ss</td>
<td>Ss /s/</td>
<td></td>
</tr>
<tr>
<td>4. Yy</td>
<td>Yy /y/ /i or ē/</td>
<td></td>
</tr>
<tr>
<td>5. Pp</td>
<td>Pp /p/</td>
<td></td>
</tr>
<tr>
<td>6. Ee</td>
<td>Ee /ē/</td>
<td></td>
</tr>
<tr>
<td>7. Dd</td>
<td>Dd /d/</td>
<td></td>
</tr>
<tr>
<td>8. Zz</td>
<td>Zz /z/</td>
<td></td>
</tr>
<tr>
<td>9. Ii</td>
<td>Ii /i/</td>
<td></td>
</tr>
<tr>
<td>10. Xx</td>
<td>Xx /x/</td>
<td></td>
</tr>
</tbody>
</table>

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

### Branching Rules

- **D:** 6-10 correct. Go to SCR-2, page 13.
- **SD:** 0-5 correct. Go to SCR-2, page 13.
Moving from the Screening Section to the Inventory Section

- Tasks 1 and 2 (BOY)  
- Tasks 3 and 4 (EOY)

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

- Book and Print Awareness Portion  
(Optional)

- Phonemic Awareness Portion

- Graphophonemic Knowledge Portion

- Listening Comprehension Portion

- **D** on Screening Section  
Student not at risk for reading difficulty

- Word Reading Portion  
(Optional EOY Task)
5 tasks of increasing difficulty:

- PA-1 Rhyming
- PA-2 Blending Word Parts
- PA-3 Blending Phonemes
- PA-4 Deleting Initial Sounds
- PA-5 Deleting Final Sounds
The PA Portion of the Inventory Section: Branching Rules

Each PA task:
- consists of 5 items
- scored as incorrect or correct
- 4 or more correct is Developed (D); 3 or fewer is Still Developing (SD)

BRANCHING RULE:
- All students who take PA-1 Rhyming, move on to PA-2 Blending Word Parts, even if SD on Rhyming.
- PA-2 through PA-5, move to next PA task only if D.
- Once a student scores D, do not administer task again at MOY or EOY.
Inventory: Phonemic Awareness
PA-1 Rhyming

**MOY and EOY:** If a student scored 5/0 on this task when you administered the TPIR earlier in the year, re-administer every item within the task during the next administration.

**Materials:** Student Record Sheet, pen/pencil

**Directions:** 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 these words: hat and mat. These words rhyme. Can you tell me another word that rhymes with hot and flat?
If the student does not know a word that rhymes, That’s not quite right. Another word that rhymes with hot and flat is mat.

**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 PA-2, page 18.
SD: 0-3 correct. Go to PA-2, page 18.

### Inventory: Phonemic Awareness
**PA-1 Rhyming**

Accept real words and nonsense words as long as they rhyme with the stem.

<table>
<thead>
<tr>
<th>Stem</th>
<th>BOY Score (0, 1)</th>
<th>MOY Score (0, 1)</th>
<th>EOY Score (0, 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sat cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. dog hog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. bug hug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. bee hug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. light sight</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CORRECT:** (2 possible)

**Branching Rules**

- **D:** 4-5 correct. Go to PA-2, page 18.
- **SD:** 0-3 correct. Go to PA-2, page 18.

Check box if Task is Developed. This Task no longer needs to be administered.
### PA-2 and PA-3: Blending

#### Blending Word Parts

<table>
<thead>
<tr>
<th>Number</th>
<th>Sound</th>
<th>Word</th>
<th>BOY Score</th>
<th>MOY Score</th>
<th>EOY Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>/h/</td>
<td>home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>/s/</td>
<td>sock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>/r/</td>
<td>rack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>/d/</td>
<td>dish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>/t/</td>
<td>toy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CORRECT:** (5 possible)

#### Branching Rules
- **D:** 4-5 correct. Go to PA-3, page 19.
- **SD:** 0-3 correct. Go to GK-1, page 22.

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#### Blending Phonemes

<table>
<thead>
<tr>
<th>Number</th>
<th>Sound</th>
<th>Word</th>
<th>BOY Score</th>
<th>MOY Score</th>
<th>EOY Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>/f/</td>
<td>feet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>/m/</td>
<td>mice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>/s/</td>
<td>seed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>/sh/</td>
<td>shop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>/s/</td>
<td>sight</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CORRECT:** (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.
Important Information about PA Tasks

• Do not add vowel sound after consonant sounds.

• For some consonant sounds, continue only slightly.

• Keep the vowel sound clipped for consonants such as /g/ and /b/.

• Pronounce letter sounds during Deleting Initial and Final Sounds tasks.

“Say bus without the /b/”
“Say bus without the /bee/”
PA-4 & PA-5: Deleting Sounds

### PA-4: Deleting Initial Sounds

**Inventory:** Deleting Initial Sounds

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pout</td>
<td>without the /p/</td>
<td>out</td>
</tr>
<tr>
<td>2. near</td>
<td>without the /n/</td>
<td>ear</td>
</tr>
<tr>
<td>3. same</td>
<td>without the /s/</td>
<td>aim</td>
</tr>
<tr>
<td>4. rice</td>
<td>without the /r/</td>
<td>ice</td>
</tr>
<tr>
<td>5. hand</td>
<td>without the /h/</td>
<td>and</td>
</tr>
</tbody>
</table>

**TOTAL CORRECT:**

Enter the number of correct responses in the boxes below:

<table>
<thead>
<tr>
<th></th>
<th>BOY Score (0, 1)</th>
<th>MOY Score (0, 1)</th>
<th>EOY Score (0, 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Branching Rules**

- D: 4-5 correct. Go to PA-5, page 21.
- SD: 0-3 correct. Go to GK-1, page 22.

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

### PA-5: Deleting Final Sounds

**Inventory:** Deleting Final Sounds

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. meat</td>
<td>without the /t/</td>
<td>me</td>
</tr>
<tr>
<td>2. mice</td>
<td>without the /s/</td>
<td>my</td>
</tr>
<tr>
<td>3. beam</td>
<td>without the /m/</td>
<td>bee</td>
</tr>
<tr>
<td>4. cart</td>
<td>without the /t/</td>
<td>car</td>
</tr>
<tr>
<td>5. beat</td>
<td>without the /t/</td>
<td>bee</td>
</tr>
</tbody>
</table>

**TOTAL CORRECT:**

Enter the number of correct responses in the boxes below:

<table>
<thead>
<tr>
<th></th>
<th>BOY Score (0, 1)</th>
<th>MOY Score (0, 1)</th>
<th>EOY Score (0, 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Branching Rules**

- D: 4-5 correct. Go to GK-1, page 22.
- SD: 0-3 correct. Go to GK-1, page 22.

Check box if Task is Developed. This Task no longer needs to be administered.
The GK Portion of the Inventory Section: Overview

The Graphophonemic Knowledge (GK) Portion consists of 2 different tasks:

- **GK-1 Letter Name Identification**
- **GK-2 Letter to Sound Linking**

Branching Rules:
If students score D on GK-1, they move on to GK-2, the harder GK task.
GK-2 Letter to Sound Linking

**Teacher’s Guide, task card, student record sheet**

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**GK-2 Letter to Sound Linking**

**Inventory - Graphophonic Knowledge**

**Task Items**

1. funny
2. mother
3. long
4. zoo
5. puppy

**Answer**

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
</tr>
<tr>
<td>/θ/</td>
</tr>
<tr>
<td>/l/</td>
</tr>
<tr>
<td>/z/</td>
</tr>
<tr>
<td>/p/</td>
</tr>
</tbody>
</table>

**Branching Rules**

- **BOY**: 10 points
- **MOY**: 7 points
- **EOY**: 5 points

**Teacher’s Guide**

- **Material**: 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 draw on the way letter groups are shown. Keep the remaining letters groups covered. Administer the test to the student while he/she is seated. Draw each letter on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Item**: What is the first sound in the word men? (/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 men 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 men? (/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 men 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.

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

- You may not provide corrective feedback on Task Items.
**Listening Comprehension Task**

- Given at BOY, MOY and EOY.
- Students listen to a story and answer questions.
- All students hear the same story, & there is a different story for BOY, MOY & EOY.

---

### The Day the Prince Lost His Tooth

<table>
<thead>
<tr>
<th>Recalling Details</th>
<th>Score (0-1.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many rules did Anthony have?</td>
<td>Sample answer: One; one rule.</td>
</tr>
<tr>
<td>2. When Anthony fell, what hit the ground first?</td>
<td>Sample answer: His tooth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linking Details</th>
<th>Score (0-1.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What was the one rule Anthony was supposed to follow?</td>
<td>Sample answer: He was not supposed to run in the castle.</td>
</tr>
<tr>
<td>5. What happened to Anthony after he caught his toe on the rug?</td>
<td>Sample answer: He crashed to the floor; he tripped; hit his tooth; broke his tooth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inferring Word Meaning</th>
<th>Score (0-1.0)</th>
<th>Branching Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. When the story says Anthony could “trip on a great rug” and crack his head, what does the word trip mean?</td>
<td>Sample answer: Fall; catch your foot; kick your foot on something; fall on a rug.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CORRECT:** (6 possible)

**Reminder:** Sample answers are provided as a scoring aid. Use your judgment to determine if an answer is correct based on the story.
Comprehension Questions - Scoring

- Ask the questions listed on the student record sheet.
- Score 1 for correct and 0 for incorrect; do not give ½ points.
- Sample answers are provided but rely on professional judgment.

### The Day the Prince Lost His Tooth

<table>
<thead>
<tr>
<th>Recalling Details</th>
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<table>
<thead>
<tr>
<th>Linking Details</th>
<th>Score (0, 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What was the one rule Anthony was supposed to follow?</td>
<td>Sample answer: He was not supposed to run in the castle.</td>
</tr>
<tr>
<td>5. What happened to Anthony after he caught his toe on the rug?</td>
<td>Sample answer: He crushed to the floor; he tripped; hit his tooth; broke his tooth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inferring Word Meaning</th>
<th>Score (0, 1)</th>
<th>Branching Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. When the story says Anthony could “trip on a great rug” and crack his head, what does the word trip mean?</td>
<td>Sample answer: Fall; catch your foot; kick your foot on something; fall on a rug.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CORRECT:** (6 possible)

Reminder: Sample answers are provided as a scoring aid. Use your judgment to determine if an answer is correct based on the story.
Comprehension Question Types

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 & make connections from one part of the text to another?

Inferring Word Meaning
• Students give the meaning of a word from the story.
• Can students understand text with less familiar words?
Word Reading: Optional EOY Task

• The End-of-Year assessment includes an optional Word Reading task.

• Use with those students for whom it might provide useful information.

• Two sets of 5 words.

• Set 1 is easier than Set 2.
Procedures for MOY and EOY: Jumping-In

- No Screening Section at MOY. At EOY begin with Screening 3.
- At MOY and EOY, do not redo PA/GK tasks if Developed.
- If Still Developing on a task, re-administer every item and follow the Branching Rules.
- Administer Listening Comprehension task to all students at BOY, MOY and EOY.

Jumping-In at MOY and EOY

Did student complete PA-1 at BOY?

**YES:** Jump-In with the first PA and GK task on which the student scored SD.

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