TPRI is a part of the Children's Learning Institute

TPRI

Early Reading Assessment

user guide
2020-2021

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CHILDREN'S LEARNING INSTITUTE

UTHealth®
The University of Texas
Health Science Center at Houston

T S R

TEXAS SCHOOL READY™

Texas School Ready Project

Children's Learning Institute at UTHealth

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Logging in

The TPRI Early Reading Assessment is available on the CLI Engage web-based platform. To access the assessments, teachers, administrators, and district personnel will need to log in to https://cliengage.org using a personal Google Account or Clever Account. If you are new to CLI Engage this year, you must have completed the registration process by clicking the link in the registration email before attempting to log in.

Logging in to CLI Engage:
- TPRI can be viewed on any computer or laptop or tablet. It is not designed for use on a smart phone or cell phone. The system can be used on computers/laptops utilizing Windows (7 or above is recommended) or Mac OS X.
- It is not recommended to administer the assessments on a screen smaller than 11"; if you try to assess on a smaller screen, you may not be able to see the whole stimulus on the screen. You may need to resize your display to view the assessment properly. For example, press Ctrl and + to increase, or Ctrl and – to decrease. (On a Mac, use the command key.) Also, check your screen resolution. Depending on the type of computer and monitor that you use, the display properties may not allow you to view the items properly on your screen. Go to your display properties and select a resolution that might be labeled as "Recommended."
- Open a new browser window and go to: https://cliengage.org.
- Click "LOGIN" on the top right hand corner of the screen.
- Select your login, Google or Clever
- Enter your username and password and click "Sign in."
- Assessments cannot be conducted on an Apple iPad device."
- Submit a help ticket on CLI Engage with any questions.

Google Account Setup (applicable for most users):
If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: https://accounts.google.com/signup
To use your current email address to setup a new Google Account, click "I prefer to use my current email address" below the "Choose Your Username" box.
Please write down your username and password somewhere convenient.

CLI ENGAGE DASHBOARD

After logging in, you will see a dashboard that includes links to:

- **SCREENING, PROGRESS MONITORING, & OBSERVATION** tools, including TPRI and Assessment Practice Area
- **ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT** for access to online courses
- **ACTIVITIES & MATERIALS** for teachers and families
- **QUALITY IMPROVEMENT & INNOVATION** to access collaborative tools to support

teacher goal setting
- **ADMINISTRATIVE TOOLS** to manage your student roster and classes

To practice TPRI assessments:

1. Login to https://cliengage.org.
2. Click the "Assessment Practice Area" button under the red "Screening, Observation, and Assessment" tab.
3. On the next screen, click the "TPRI 1st Grade" or "TPRI 2nd Grade" buttons.
4. Now you will see a class of demo children. Be sure to select the correct wave in the top-right corner to view subtests (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3).
5. In the assessment practice area you can:
   - Practice assessing children
   - View assessment items in each subtest
   - Practice pulling class-level reports

To access TPRI assessments:

1. Login to https://cliengage.org.
2. Locate the Screening, Progress Monitoring, and Observation red banner.
3. Click the "TPRI 1st Grade" or "TPRI 2nd Grade" buttons underneath.
4. On the "Class View" page, click on the name of the class that includes the students you wish to assess.
5. You will see the "Student View" page. This page allows you to:
   - Select which wave you are assessing (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3)
   - Choose to administer an assessment in English.
   - See the benchmark scores for students in a class
   - Launch an assessment, or multiple assessments or subtests

SUBMIT A **HELP TICKET** IF YOU NEED ASSISTANCE.

This link is always available at the top of the screen, in the website navigation. A CLI staff member will respond back through email about your submitted.

Help Ticket

STUDENT VIEW PAGE

View recommendations for small group instruction

Assess students offline

Select wave

Hide/Display Measures

TPRI Measures

A score of **Developed (D)** indicates the student has been successful with the task.

A score of **Still Developing (SD)** indicates the student is not currently proficient in the skill or concept assessed. Students who score SD on the Screening Section require further assessment to determine the need for additional reading assistance.

Key

Child roster

View Scores
Scores color-coded to reflect benchmark status

Launch Multiple Assessments

Launch Single Assessment

Exclude Assessment for individual student or entire class

Reports on CLI Engage:

A variety of reports are available to teachers after completing subtests. These reports include:
- Class Completion Report
- Class Summary Report
- Clas Growth Report
- Student Summary Report (for teachers)
- Small Group Report
- Student Summary Report for Parents

Additional reports are available at the school and district level on CLI Engage.

OFFLINE ASSESSMENT

The offline assessment feature can be used to assess students when an internet connection is not available at the time of administration. The offline assessment can also be used in the CLI Engage assessment practice area. Note: An internet connection is required for the initial setup.

This feature downloads the assessment for your class in only one language, English. Please find instructions for offline assessment in the How-to Guides in the CLI Engage "Training and Support" section: https://cliengage.org/public/training/support/find-how-to-guides/?fwp_guide_category=tpri-and-tejas-lee

EXCLUDING AND HIDING MEASURES

The green button indicated in the screenshot on the previous page and shown here is used to "exclude" a student OR the entire class from a specific measure. The completion report takes this exclusion into account when tabulating completion rates. For example, in a class of 10 students, if 2 are excluded and the remaining 8 are tested, the completion report will indicate 100%. If the students are not formally excluded using this feature, the report would indicate an 80% completion rate. Anyone with access to a class can exclude measures.

If all students are excluded from a measure (i.e., the measure is not being administered to any student), it is more efficient to use the **"Exclude All" button** that appears just below the measure name, rather than excluding each individual child. This feature excludes the entire class from a measure or sub-measure with one click. In this case, the "Launch" icon is replaced by a gray square preventing the measure from being administered to the student. This can also be done by an administrator, but would have to be set for every class (i.e., it cannot be performed school-wide). In this case, the teacher would not see the measures that had been excluded by the administrator.

Exclude All

If a teacher excludes all students from a measure, it is helpful to also remove it from view using the **"Hide/Display Measures" feature**. This makes it easier to locate measures you are actually assessing without having to scroll through the full list of available measures. It is important to note that the "Hide/Display Measures" button hides a measure from view for navigational purposes only. *Hiding a measure does not affect data or reporting*. Hiding is set by each user, and the system remembers the user's preference; therefore no user can hide measures for another user.

MANAGING CLASS ROSTERS

There are several options for uploading data into CLI Engage to create accounts for teachers and other staff, as well as adding children into the system for progress monitoring. Please find instructions for Uploading Teacher and Student Data in the CLI Engage "Training and Support" section: https://cliengage.org/public/training/support/uploading-data/

HOW-TO DOCUMENTS

Several How-To Guides can be viewed at https://cliengage.org (e.g., How to Manage Child Rosters, How to Pull Student Reports). Click "Training and Support" and then "How-to-Guides" under the "Getting Started" column.
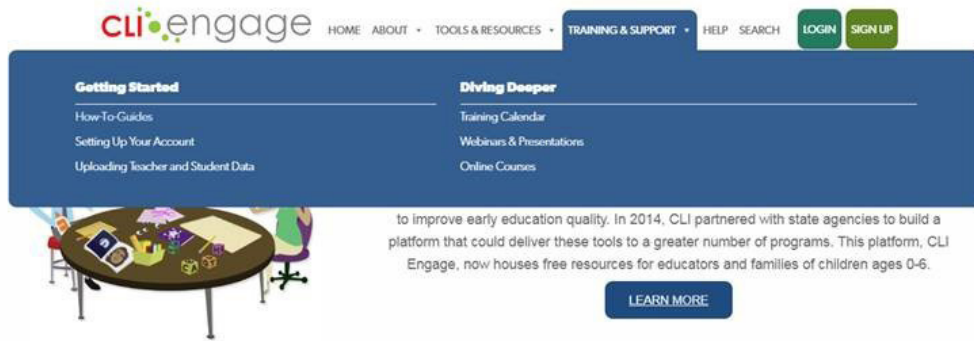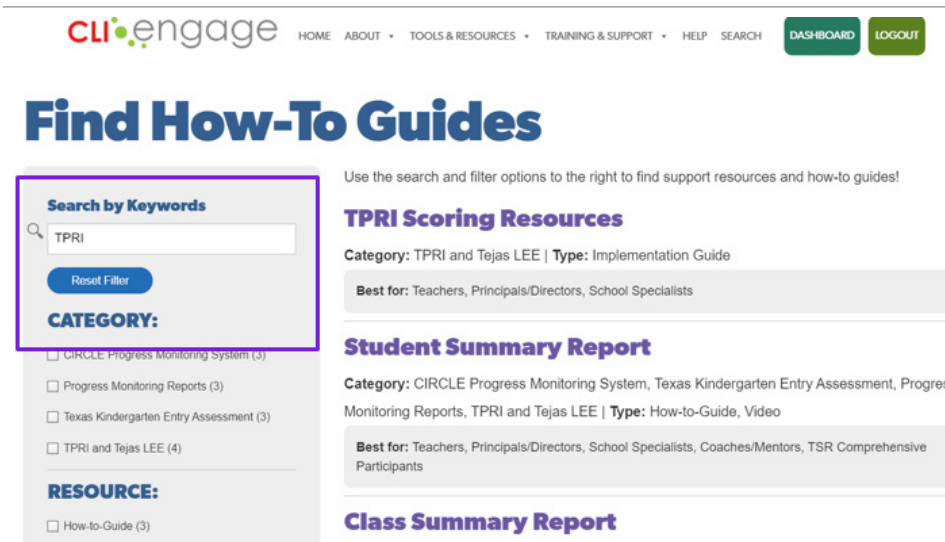
FAMILY ENGAGEMENT

Engaging families in children's education is a vital component to building strong relationships between school and home, providing opportunities to support skill development throughout the day. CLI Engage offers many tools and resources to support family and parent engagement, including free family activities, customized parent report of child progress monitoring results, family engagement training fire teachers and administrators, and free resources for hosting family engagement sessions.

The Children's Learning Institute recently developed a new family engagement toolkit and online professional development, available on CLI Engage at no cost. Visit CLI Engage to learn more and download resources for teachers and administrators:
https://cliengage.org/public/tools/quality/family-engagement-resources/

Sharing Data with Families

Teachers using TPRI can share student scores with families by printing reports or by providing a personalized identification number (PIN) for families to view results online. Teachers can also send families activities that are designed to support skills of concern at home.

Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online:
- Printing Parent Reports:
  https://cliengage.org/public/training/support/how-to-guides/printing-parent-reports/
- Printing Parent PIN Pages:
  https://cliengage.org/public/training/support/how-to-guides/print-parent-pin-pages/

Including Families in the Assessment Process

Families are valuable sources of information on children's skill development. These forms align with the learning domains of TPRI and can be used in children's portfolios and at parent-teacher conferences to provide a full picture of children's development. The Parent Feedback Forms can be accessed from the CLI Engage dashboard, under the "Screening, Progress Monitoring, and Observation" tab.

TPRI OVERVIEW

Administration Decisions

TPRI™ is an early reading assessment designed to identify the reading and comprehension development of students in grades 1 and 2. Early reading assessment will help you provide students the targeted instruction they need to improve as readers.

WHEN SHOULD TPRI BE ADMINISTERED?

School districts and/or schools set their own specific dates for TPRI administration. The recommended time frames for administration are as follows:

Beginning–of–Year (BOY)
- Grades 1 and 2 – Two weeks after school starts

Middle–of–Year (MOY)
- All grades – Mid-January

End–of–Year (EOY)
- All grades – Mid-April

Interpreting TPRI Data

At all grade levels, TPRI contains both a Screening and an Inventory Section. The Screening Section is designed to quickly identify students most at risk for struggling and falling behind as readers. The Inventory Section is designed to provide a more comprehensive picture of students' reading abilities and instructional needs. Both the Screening and Inventory Sections should be administered by the classroom teacher to individual students.

SCREENING SECTION

The TPRI Screening Section is a brief assessment to quickly identify the students most at risk for struggling and falling behind as readers. Based on a longitudinal database of Texas students, the Screenings assist in predicting successful reading at the end of first and second grades.

By assigning a score of Developed (D) or Still Developing (SD), the Screening accurately identifies those students not at risk for falling behind, and those who may fail to reach grade-level performance in reading if instructional intervention is not provided. (Note: The word "intervention" describes instruction provided to select students in addition to the regular instruction received by all students.) For more information, please read the TPRI Technical Manual at www.tpri.org.

Early identification of students who may struggle with learning to read allows teachers and schools to dedicate additional time and attention to those who most need it early in the school year. With early and effective intervention, these students may be able to make steady and strong progress as readers, and end the school year meeting grade-level targets.

Scoring D on the Screening Section does not mean students already read well. Instead, scoring D suggests students are likely to be receptive to effective reading instruction and to progress well if they are taught well. While these students require reading instruction, they usually don't require intervention in order to progress.

The Screening is not a placement instrument, nor is it intended to replace the need for further evaluation of Students who may need special services. When students are unsuccessful with Screening tasks, it signals a need to gather additional assessment data to determine whether they require intervention to progress.

SCREENING SECTION: PURPOSE AND USE

The Screening Section of TPRI is designed to help teachers and administrators quickly identify students

most at risk for struggling and falling behind as readers. In almost any first and second grade classroom, there are students who will have difficulty meeting end-of-year performance goals in reading, even if they receive quality instruction. Early identification allows teachers and schools to dedicate additional time and attention to these students beginning early in the school year. By providing enough correct, quality instruction, teachers can keep these students from falling behind or help them catch up if they're already behind.

At each grade level, the Screening Section consists of one or more tasks, and results in a final score of either Developed (D) or Still Developing (SD). While the particular criteria for scoring D and SD is unique to each grade level, the general guidelines for understanding and interpreting these results follow.

Developed Screening Scores: Indicate students who are not likely to have difficulties learning to read if they receive quality instruction.

Still Developing Screening Scores: Indicate the need for further assessment through administration of all portions of the Inventory Section. Inventory results may confirm students need additional instruction, and will identify the areas in which this additional instruction is most needed.

For students who score D on the Screening Section, the TPRI Branching Rules direct you to administer either the Listening Comprehension portion of the Inventory or the Word Reading and Reading Accuracy, Fluency and Comprehension portions of the Inventory (G1-G2). For students who score SD on the Screening Section, you are directed to administer the first Inventory task and then follow the Branching Rules.

At all grade levels, the purpose of the TPRI Screening Section is to quickly identify students most at risk for struggling and falling behind as readers. There are two common misunderstandings of student scores on the Screening Section:

- **Misunderstanding 1:** Students who score D are strong readers. In fact, students who score D on the Screening Section are not necessarily strong readers, and should not be expected to score Developed on all tasks in the Inventory Section. The Inventory Section includes skills students are expected to learn over the course of the year. Scoring D on the Screening Section does not mean students already read well. Instead, scoring D on the Screening Section suggests students are likely to be receptive to effective reading instruction and to progress well if taught well. While these students require reading instruction, they usually don't need intervention to progress.
- **Misunderstanding 2:** Students who score SD are struggling readers. Some students who score SD on the Screening Section have no difficulty progressing through a quality reading program. While the TPRI Screenings are designed to minimize misidentification, no instrument is infallible. Inevitably, some students will be misidentified by the Screening Section. The TPRI Screenings are designed to err on the side of caution when scoring students. If a student is misidentified by the TPRI Screening Section, in almost all cases the error is that a student who should have scored D instead scored SD (meaning a student who wouldn't struggle to learn to read was identified as in danger of struggling to learn to read). This misidentification may result in a student receiving additional assessment and instructional attention, beyond what is normally received. This is a far more positive outcome than allowing a potentially struggling reader to fall through the cracks after

being misidentified as D by the Screening Section.

Regardless of how students score on the TPRI Screening or Inventory Sections, remember that judgments about appropriate instruction and progress must not be made solely on the information derived from the TPRI. Instead, appropriate reading instruction should be based on teacher observation, student work and knowledge of the student, along with information derived from TPRI. The Screening is not a placement instrument and is not intended to replace the need for further evaluation of students who may require special student services.

INVENTORY SECTION

The TPRI Inventory Section gives teachers an opportunity to acquire more data to help match reading instruction with specific student needs. This additional information can assist teachers and administrators in assembling educational resources and in planning the most effective instruction possible. The Inventory Section is divided into the following portions:

- Phonemic Awareness (G1)
- Graphophonemic Knowledge (G1-G2)
- Word Reading (G1-G2)
- Reading Accuracy, Fluency and Comprehension (G1-G2)

INVENTORY SECTION: PURPOSE AND USE

At all grade levels, the purpose of the TPRI Inventory Section is to provide more specific data to match reading instruction with individual student needs. This additional information can assist teachers and administrators in assembling educational resources and in planning the most effective instruction possible. The Inventory Section helps teachers set appropriate learning objectives and maximize each student's opportunity to be a successful reader. The design of the Inventory Section attempts to give teachers as much helpful information as it can, while minimizing the amount of time needed to assess each student. The Branching Rules that guide you through the Screening and Inventory Sections attempt to lead students to tasks that will provide the most relevant information about specific instructional needs. Following the Branching Rules is essential to ensure students are not over-tested or under-tested, and that assessment time is spent on tasks that will be most helpful in planning effective instruction for each student. With sufficient time, teachers may assess any tasks for a more comprehensive view of students' skill proficiency.

In G1-G2, all students are administered a Word Reading task and a Reading Accuracy, Fluency and Comprehension task at the beginning, middle and end of the year.

Other tasks on the Inventory Section are administered to only some students. in grade 1 who score SD on the Screening Section are required to take both the first PA task (PA-1) and first GK task (GK-1) of the Inventory. From the first tasks of these portions, students progress to harder tasks only if they're successful with easier tasks. In some cases, you may choose to administer the PA and GK portions of the Inventory to students who score D on the Screening Section. Although these portions are not required, when student performance on Word and Story Reading tasks is low, administering the PA and GK portions can offer further information and insight to plan instruction.

For grade 2, the GK portion of TPRI is a group-administered Spelling task (GK-1 Spelling). Therefore, regardless of student performance on the grade 2 Screening, you are encouraged to administer the GK Spelling task in a group format to all students.

DEVELOPED AND STILL DEVELOPING SCORES

TPRI uses two different scores to describe a student's level of skill/need with assessed concepts. A score of Developed (D) indicates the student has been successful with the task. A score of Still Developing (SD) indicates the student is not currently proficient in the skill or concept assessed. Students who score SD on the Screening Section require further assessment to determine the need for additional reading assistance. The TPRI Inventory provides this more in-depth assessment to allow you to match instruction to specific student needs.

As you interpret TPRI Inventory results, it's important to remember two key points about D and SD scores:

1. **SD does not equal F.** There are no failing and passing scores on the TPRI. The TPRI is designed to guide instruction in key reading areas by helping you identify the skills and concepts students have developed, and those they are still working to develop. A score of SD indicates students have not fully developed a skill or concept and may benefit from targeted instructional support in the area.

2. **Students are NOT expected to score D at all times.** The TPRI is administered at three time points during the school year (BOY, MOY and EOY). At each point, students will have mastered different skills and concepts. When administered at the beginning of the year, the TPRI assesses some skills and concepts typically not taught until much later in the school year. At the beginning and middle of the year, students are not expected to score D on the more difficult or advanced TPRI tasks.

BRANCHING RULES

The TPRI includes Branching Rules that guide teachers as they administer the assessment. Students who score D on the Screening Section progress through the Inventory Section differently than students who score D on the Screening Section. The Branching Rules direct teachers to specific Inventory tasks to best determine the precise instructional needs of students who score SD on the Screening Section.

On the Inventory Section, concepts are considered D when students provide correct responses to a particular number of items on a task (e.g., 4 out of 5, 8 out of 10). The Branching Rules included with each Inventory task provide the standard for a Developed score, then guide you to the next task based on the student's score.
(reference photos later on what pages.

Reading Concepts Assessed on TPRI

The purpose of TPRI is to support you in providing students the targeted instruction they need to improve as readers. The reading concepts assessed on TPRI are critical components of effective early reading instruction. The ideas presented below are general guidelines for instruction in each area; more detailed and in-depth descriptions can be found in the Intervention Activities Guide (IAG), along with hundreds of instructional activities for teaching these reading concepts.

PHONEMIC AWARENESS (G1)

The ability to think about individual words as a sequence of sounds (phonemes) is important to learning how to read an alphabetic language. Students' phonemic awareness (PA) — that is, their understanding that spoken words can be divided into separate sounds — is one of the best predictors of success in learning to read. Instruction that promotes understanding and use of these building blocks of spoken

language includes language games where students manipulate the sounds of words, separate or segment the sounds of words, blend sounds, delete sounds and substitute new sounds for those deleted.

GRAPHOPHONEMIC KNOWLEDGE (G1-G2)

The understanding that written words are composed of patterns of letters that represent the sounds of spoken words is known as graphophonemic knowledge (GK). Becoming aware of the sounds of spoken language and their relationship to the letters of written language prepares students to understand the alphabetic principle. Targeted instruction provides young students with explicit and systematic teaching of sound-letter relationships in a sequence that permits them to begin reading. GK instruction includes teaching letter sounds and letter names, phonics and spelling.

Often in second grade, students begin formal spelling instruction. The second grade GK portion of TPRI consists of a spelling task. Spelling entails (a) segmenting sounds in speech; (b) writing down the letters representing those sounds; and (c) reading back the spelling to verify its accuracy (Perfetti, 1997). Thus, spelling and reading are related, but spelling predicts reading rather than vice versa, because correct spellings require that all sound-spelling patterns are represented accurately (Foorman & Francis, 1994).

Spelling instruction builds on the alphabetic principle to include information about:
- Morphological units (e.g., roots, prefixes, suffixes)
- Inflectional morphology (e.g., plurals, past tense)
- Conditional orthographic patterns and rules (e.g., qu, consonant doubling, drop e,
- change y, ge/dge alternation, ch/tch, c, k, ck, hard and soft c and g)
- Oddities (e.g., homonyms, contractions, compounds, unusual word forms)
- Syllable juncture patterns and doubling of letters (e.g., super vs. supper)
- Derivations (e.g.,-tion,-ology) and etymologies (e.g., moccasin is from a native American language)

READING ACCURACY (G1-G2)

Reading comprehension depends on the ability to identify words correctly. Reading accuracy entails the ability to automatically decode and identify words. To build accuracy, readers need sufficient opportunities to employ and refine the decoding and reading strategies they learn in class. As students develop effective decoding strategies and are able to read increasingly difficult words, they read books and other texts that are increasingly complex in vocabulary and sentence structure. Providing students with many books, both narrative and informational, is of primary importance. Classroom and campus libraries should offer students a variety of reading materials, some easier and others more challenging, on a range of topics.

READING FLUENCY (G1-G2)

Once students begin to decode individual words automatically and rapidly, they're on their way to becoming fluent readers. Reading fluently involves reading with speed, accuracy and proper expression. It is unhurried reading. Fluency rates are determined using two pieces of information: The speed at which text is decoded and accuracy.

Fluency and comprehension are closely related. Fluent readers are able to focus less time on decoding, leaving more attention free for comprehension. While only fluency rates are assessed on TPRI, a critical component of fluent reading is the ability to read with prosody (expression), using appropriate phrasing

and intonation while attending to punctuation.

Fluent first grade readers have a reading rate of about 60 words correct per minute (WCPM) by the end of the school year. A first grader reading at 40 WCPM or less needs help achieving automaticity through practice opportunities on a regular basis.

Fluent second grade readers have a reading rate of about 90 WCPM by the end of the school year. A second grader reading at 60 WCPM or less also needs help achieving automaticity through practice opportunities on a regular basis.

Students reading 10 or fewer words correct per minute are considered non-fluent. Non-fluent readers are characterized as reading haltingly, ignoring punctuation, and combining phrases and sentences. They often read with little expression. These students need multiple opportunities for practice, because non-fluent readers often lose interest in reading altogether. By monitoring student progress in fluency, you can helpm otivate students to read, aid in selection of appropriate practice books and analyze progress over time.

READING COMPREHENSION (G1-G2)

Reading comprehension depends on the reader's understanding of word meanings, ability to extract meaning from groups of words (e.g., clauses, sentences, paragraphs) and ability to draw inferences.

Comprehension also depends on the demands of the text and the background knowledge the student brings to it. The discussion of good books among friends and classmates is one avenue for deepening understanding. Such discussions will help students appreciate and reflect on new aspects of written language.

Activities that heighten comprehension and enjoyment include:
- Previewing selections, anticipating content and making connections between what students already know and what they are reading.
- Comparing the elements of different stories — including specific events, themes and characters —helps students gain a deeper understanding of what they're reading.
- Relationships among story elements and ideas also can be depicted graphically.
- Identifying the main idea and summarizing its connection to other ideas helps readers see the coherence of the text as a whole (NRP, 2000).

TPRI Administration Guidelines

GUIDELINES FOR ALL GRADES (G1-G2)

1. Administer TPRI within a 2-week period. If possible, administer the Screening Section to all students within a 1-week period.
2. Classroom teachers should administer TPRI to their own students. If multiple teachers provide reading instruction for a student, TPRI should be administered by the teacher most responsible for providing reading instruction.
3. Administer TPRI to only one student at a time. The exception is the grade 2 Spelling

task (GK-1 Spelling), which may be administered to the entire class or to small groups simultaneously. Spelling results should be scored and recorded after the administration is completed.

4. Make sure the assessment environment is adequately lighted, relatively quiet and free from distractions.

5. Use the Teacher's Guide with every student assessed to ensure accurate and consistent administration. The materials for each task are listed at the top of the task in the Teacher's Guide, as well as directions on task administration. What you say to the student while testing always appears in bold print.

6. If a task includes Practice Items, always present all items. Practice Items allow the student to gain a better understanding of what the task requires.

7. Instructions may be repeated as needed. Repeat PA items only in case of noisy interferences. Other assessment items may be repeated if requested by the student.

8. Record scores electronically directly on the screen as you administer the assessment; don't wait until you've finished. As the student responds to each item, record 1 for a correct response or 0 for an incorrect response.

9. While administering the assessment, do not provide hints, clues or other feedback about correct responses.

10. Be equally positive and encouraging with both correct and incorrect responses. Praise effort, not correct responses. Students should leave the administration feeling good about their performance.

11. Be aware of students who are losing interest, easily distracted or exhibiting frustration; these behaviors often invalidate results. The Inventory Section does not have to be administered in one sitting. While most students will be able to complete TPRI during a single administration session, some are easily bored or frustrated and should be given a break or allowed to complete TPRI at another time. If necessary, discontinue assessment following the completion of a task and resume at the soonest appropriate point — but don't interrupt a task (e.g., don't stop testing at item 3 if there are five items on the task). Whenever possible, complete each portion of the Inventory without a break.

12. After completing a task, follow the Branching Rules included throughout the assessment. These rules were established to reduce administration time and student frustration.

13. In grade 1, administer the PA and/or GK portions of the Inventory to all students who score Still Developing (SD) on the Screening Section; the Branching Rules will guide you appropriately. If you have sufficient time, you may choose to give the PA and GK portions of the Inventory to some or all students who score Developed (D) on the Screening Section. Administering the PA and GK portions to these students may provide additional data to help set learning objectives and plan instruction.

In all cases, when administering the PA and GK portions of the Inventory, begin with the first task and then follow the Branching Rules and the rules for Jumping-In at MOY and EOY (see Jumping-In: Guidelines for Middle- and End-of-Year Administration, page 8).

GUIDELINES FOR PHONEMIC AWARENESS TASKS (G1)

1. Administer all PA tasks orally.
2. On PA tasks, segment the phonemes in the word as indicated on CLI Engage. As you divide

words into their component sounds, it's important to avoid distorting individual sounds.

3. When administering blending tasks, remember to say the word silently to yourself first so you pronounce the phonemes as they appear in the word. For example, if the word is /g/ /a/ /te/ (gate), the /a/ is pronounced as a long a.

4. Some sounds need special attention. Minimize the tendency to add a vowel sound after a consonant sound, especially for unvoiced consonants such as /p/, /k/ and /t/. For example, the letter p is not pronounced /puh/. Rather, it should be spoken in a loud whisper and clipped manner. Don't use your vocal cords for the unvoiced sounds /p/, /k/ and /t/.

5. Voiced consonants such as /g/ and /b/ cannot be pronounced without a vowel sound. It's important, however, to keep the vowel sound as short as possible with words containing voiced consonants. For example, the sound for the letter g is clipped; it's not pronounced /guh/.

6. Continuant consonants such as /m/, /f/ and /n/ should not be followed by a vowel sound. They can, however, be continued slightly. For example, you may say /mmm/, but not / muh/.

7. To pronounce vowel sounds, simply lengthen the sound of the vowel.

GUIDELINES FOR READING ACCURACY, FLUENCY AND COMPREHENSION (G1-G2)

1. Have the Reading Comprehension Story, Score Sheet, timer, and pen/pencil ready.
2. Tell the student, I'm going to ask you to read a story. The title of the story is ____. After you read it, I'll ask you a few questions. Read the story out loud to me. Place the story in front of the student.
3. Start the timer when the student reads the first word.
4. As the student reads, mark any words not read correctly with a slash (/) on the score sheet.
5. 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.
6. 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.
7. If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.
8. If a student is unable to read three words in the first sentence of a story or reaches the Frustrational Level in a story, have the student stop. Record Frustrational on the score

       sheet. Read the story to the student to obtain a Listening Comprehension score.

9. A student who is administered a story as Listening Comprehension may not receive a score of Developed (D) in Reading Comprehension.

JUMPING-IN: GUIDELINES FOR MIDDLE- AND END-OF-YEAR ADMINISTRATION

The TPRI is designed to provide instructionally relevant information while minimizing, whenever possible, the amount of time required for administration (allowing you more time to teach). When administering the Inventory Section at MOY and EOY, consider student performance on the assessment earlier in the year. In grade 1, the PA and GK portions consist of increasingly difficult tasks. There's no need to re-administer PA and GK tasks on which a student has previously scored Developed. In grades 1 and 2, you also do not need to re-administer sets on the Word Reading task (WR-1) on which the student previously scored Developed. This practice is called Jumping-In.

Other parts of the Inventory Section are administered at all time points. Follow the Branching Rules closely so that you administer the assessment correctly at each time point.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS

Accommodations for students with special needs can be used in administering TPRI. Decisions on accommodations should be made on an individual basis, taking into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction. If the student has an Individualized Educational Plan or an instructional plan developed by a Section 504 committee, it may assist you in deciding which accommodations are appropriate. The following accommodations are acceptable:

- Instructions can be signed to a student with a hearing impairment.
- A student can place a colored transparency over any material presented.
- A student can use a place marker.
- A student can spell words aloud in place of writing them. A scribe or the teacher should record the student's responses.
- A student can use any other accommodation that is a routine part of their reading, writing or spelling instruction.

GUIDELINES FOR SPECIAL EDUCATION STUDENTS

TPRI Screening and Inventory should be administered to all G1-G2 special education students at their grade level placement for reporting purposes per SB §28.006. In addition, one of the primary goals of the special education program is to provide students with disabilities access to the general education curriculum. Without knowing where students are functioning in relation to their grade-level curriculum, such access is not facilitated. However, once this information is obtained, the special education teacher may move between Inventory grade levels for instructional information to assist with setting appropriate goals. For example, even though a student is in grade 2, you may administer the Inventory to acquire data for program planning.

The Individualized Education Program committee is charged with considering the student's performance on statewide or districtwide assessments, as appropriate. Determining a student's performance in relation to their current grade-level placement and then identifying specific objectives for instructional purposes,

seems most appropriate.

DIALECTICAL AND CULTURAL SENSITIVITY

It's important to be sensitive to students' dialectic, linguistic and cultural diversity when administering TPRI. When student and teacher don't share the same dialect, scoring reliability can be jeopardized. Teachers must be sensitive to a student's dialect, accent and speech peculiarities or impairments. Flexibility, professional judgment and knowledge of students should always be used in scoring student responses. Remember: TPRI is a tool for guiding classroom instruction. In general, it's better to err on the side of caution by marking an error when you're uncertain about how to score a response, whether it's related to the student's speech or other concerns. This will help ensure potential areas of difficulty are carefully considered when delivering instruction.

Grade 1

Effective first grade instruction includes direct, systematic instruction in phonemic awareness (PA), phonics, sound-spelling correspondence, high-frequency word recognition, fluency, accuracy, comprehension and vocabulary.

First grade students vary significantly in the amount and intensity of instruction required in PA and phonics. Struggling first grade readers will depend on more frequent and intensive instruction in these areas. However, even when students begin to read independently, they still benefit from more advanced PA and phonics instruction. PA, phonics and decoding instruction teaches students strategies for decoding unknown words. As part of this instruction, it's important to use decodable text that allows students to practice the phonic elements they're learning.

Opportunities to teach comprehension and vocabulary come from both daily read-alouds and books students can read themselves. Higher-level read-aloud texts should be used to model how good readers think about what they're reading. Because first graders' listening comprehension is greater than their reading comprehension, read-alouds also provide the basis for more advanced comprehension instruction. In addition, higher-level read-aloud texts expose students to vocabulary and "academic language," and help provide the experience and background knowledge necessary for students' later success in school. The texts students read independently should be at their Independent reading level to allow them to gain the practice they need to consolidate the reading skills and concepts they are learning. Independent reading with teacher feedback also is important to help students improve fluency and develop background knowledge and vocabulary.

In addition to reading instruction, writing instruction should be provided. It should include both explicit instruction and opportunities for structured and independent writing. Teacher think-alouds that allow students to hear what writers think about during each stage of the writing process are another key element of effective writing instruction.

Grade 2

Effective second grade instruction should include direct, systematic instruction in higher-level word work,
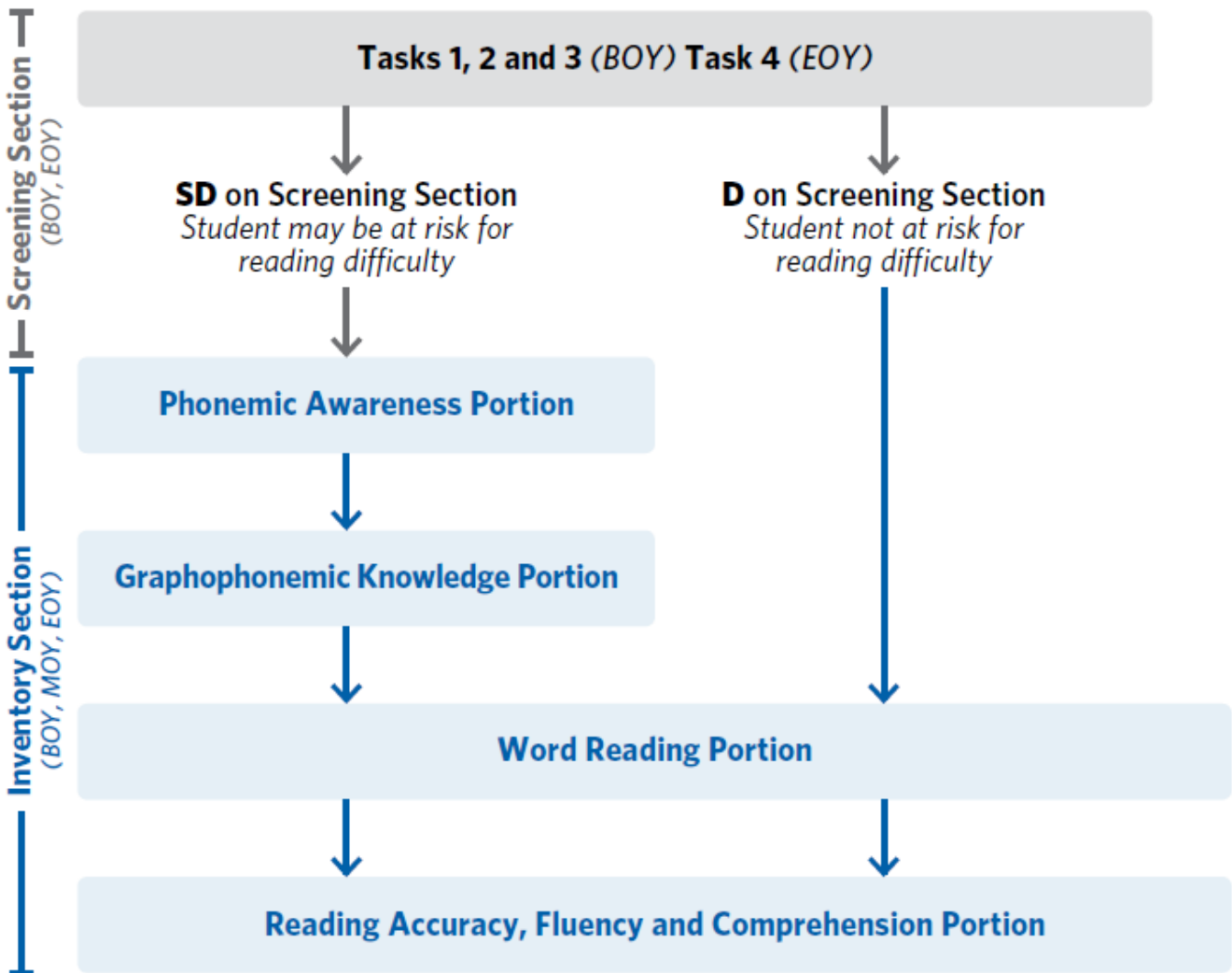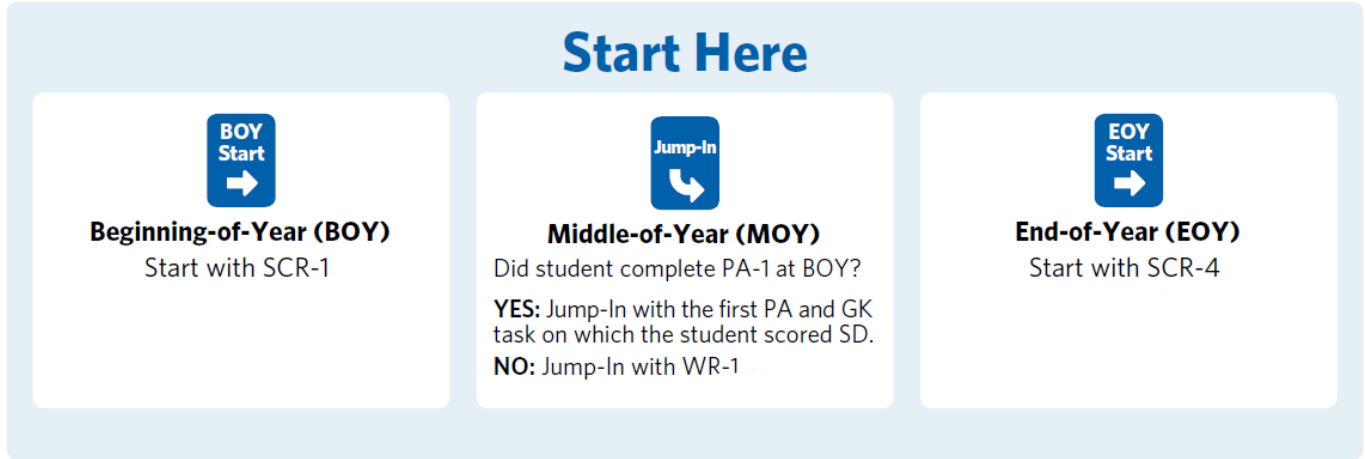
fluency, spelling, vocabulary and comprehension. The beginning of the school year may be a time of review and re-teaching to prepare students for more advanced levels of word work and comprehension strategies.

In second grade, word work instruction becomes more advanced. It should explicitly and systematically address concepts such as multisyllabic word identification strategies, consonant doubling, inflectional endings and vowel digraphs. Increased knowledge of advanced phonics allows students to become more fluent readers.

Students' application of their phonics knowledge is evidenced in their spelling, making systematic, explicit spelling instruction critical. Fluency instruction and practice are essential for students to increase their reading speed and prosody, which simultaneously increases their ability to comprehend. Students start making the shift from learning to read to reading for meaning in second grade. Students need to learn how to derive information on both implicit and explicit levels. Teachers can help students read for meaning by explicitly teaching vocabulary, enhancing their background knowledge and immersing them in a wide variety of literacy activities, including oral and independent reading. Independent reading with teacher feedback will help improve fluency and develop background knowledge and vocabulary. As students become fluent readers, it's critical to encourage and provide opportunities for reading for pleasure, as well as reading for meaning.

In addition to reading instruction, writing instruction should be provided. It should include both explicit instruction and opportunities for structured and independent writing. Teacher think-alouds that allow students to hear what writers think about during each stage of the writing process are another key element of effective writing instruction.

GRADE 1 SCREENING AND INVENTORY PROCEDURES

Start Here

Beginning-of-Year (BOY)	Middle-of-Year (MOY)	End-of-Year (EOY)
BOY Start →	**Jump-In** ↴	**EOY Start** →
Beginning-of-Year (BOY) Start with SCR-1	**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	**End-of-Year (EOY)** Start with SCR-4

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

Screening-H2

See description on page 7.

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.
Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

List of tasks:
- Letter Sound (SCR-1)
- Word Reading (SCR-2)
- Blending Phonemes (SCR-3)
- Word Reading (SCR-4)

Phonemic Awareness-H2

See description on page 11.

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.
Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

List of tasks:
- Blending Word Parts (PA-1)
- Blending Phonemes (PA-2)
- Deleting Initial Sounds (PA-3)
- Deleting Final Sounds (PA-4)

Graphophonemic Knowledge

See description on page 11.

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.
Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

- List of Tasks
- Initial Consonant Substitution (GK-1)
- Final Consonant Substitution (GK-2)

- Middle Vowel Substitution (GK-3)
- Initial Blending Substitution (GK-4)
- Blends in Final Position (GK-5)

Word Reading

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.
Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

List of tasks:
- Word Reading (WR-1)

Reading Accuracy, Fluency and Comprehension
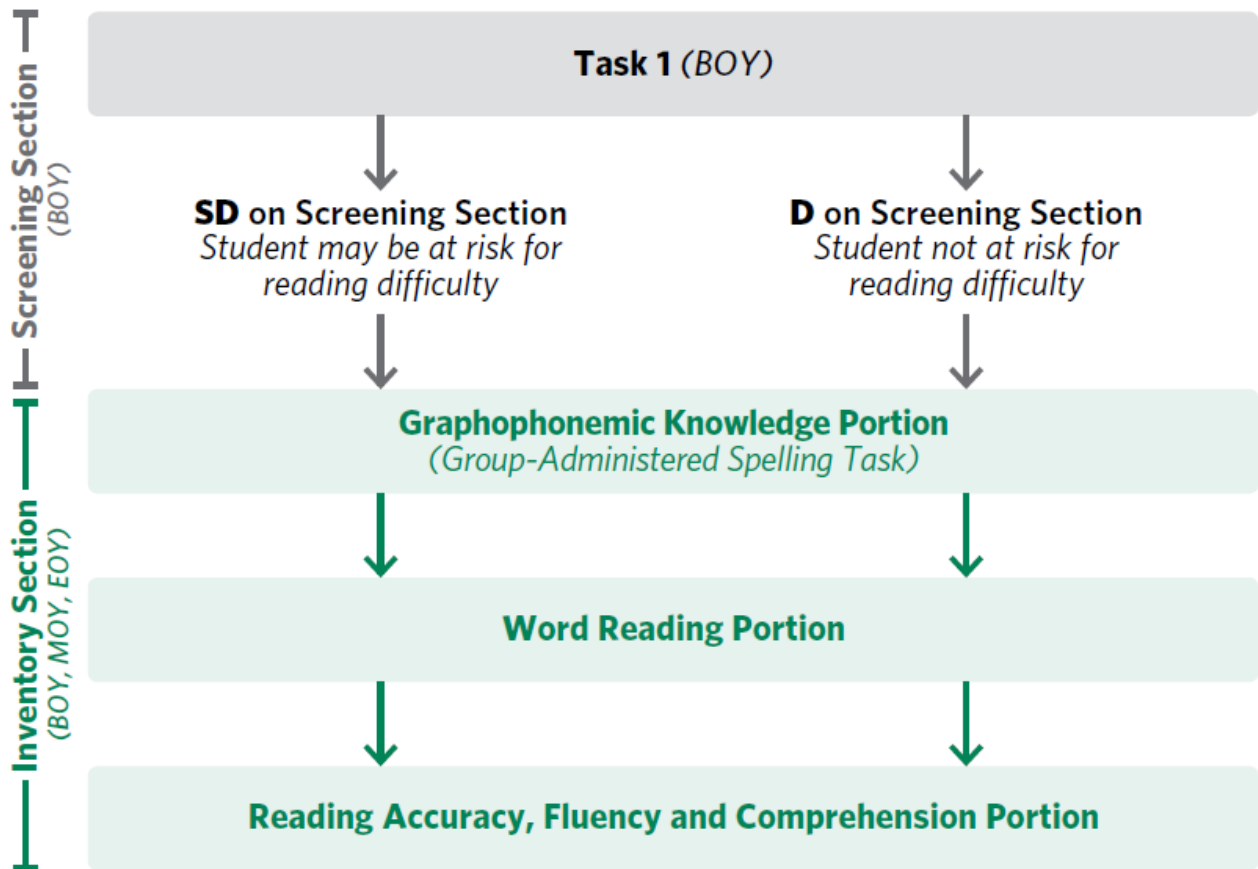
See description on page 11-12.

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.
Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

List of tasks:
- READ-BOY Story 1
- READ-BOY Story 2
- READ-MOY Story 3
- READ-MOY Story 4
- READ EOY Story 5
- READ EOY Story 6

GRADE 2 SCREENING AND INVENTORY PROCEDURES

Start Here

BOY Start →	**MOY Start** →	**EOY Start** →
Beginning-of-Year (BOY)	**Middle-of-Year (MOY)**	**End-of-Year (EOY)**
Start with SCR-1	Start with GK-1	Start with GK-1

Screening Section *(BOY)*

Task 1 *(BOY)*

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)*

Graphophonemic Knowledge Portion
(Group-Administered Spelling Task)

Word Reading Portion

Reading Accuracy, Fluency and Comprehension Portion

Screening-H2

See description on page 11.

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.
Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

List of tasks:
- Word Reading (SCR-1)

Graphophonemic Knowledge

See description on page 11.

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.
Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

List of Tasks
- Spelling (GK-1)

Word Reading

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.
Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

List of tasks:
- Word Reading (WR-1)

Reading Accuracy, Fluency and Comprehension

See description on page 11-12.

Visit the TPRI Scoring Instructions webpage to download resources for the following tasks. Review the administration instructions on-screen on CLI Engage when you begin each task, available in the CLI Engage assessment practice area for training and review, and in the assessment when you begin assessing students.

Direct link: https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

List of tasks:
- READ-BOY Story 1
- READ-BOY Story 2
- READ-MOY Story 3
- READ-MOY Story 4
- READ EOY Story 5
- READ EOY Story 6

REMOTE ADMINISTRATION

For the 2020-2021 school year, your school district may opt for remote administration of child progress monitoring due to the ongoing COVID-19 pandemic. Please refer to guidance developed to assist you with remote administration of TPRI:
https://cliengage.org/public/tools/assessment/remote-assessment-administration-covid-19/

To assist with district planning and data analysis, an additional optional task was added to TPRI for 2020-2021 to document a teacher's administration to each student:
- In-person
- Remote
- Combined

Responding to this question in the assessment will not impact a student's score.

ASSESSMENT RESULTS

The results screen includes:
- The student's name, class, DOB
- The items, their correct answers, and the student's scores for each item
- The options to click "done" to submit the score or invalidate
- A "comment" feature to record no

FREQUENTLY ASKED QUESTIONS

Do I need to purchase a kit to administer TPRI on CLI Engage?

No, all materials needed for administration of TPRI are available on CLI Engage at no cost to Texas public schools. Download the TPRI scoring resources prior to administration:

https://cliengage.org/public/training/support/how-to-guides/tpri-scoring-resources/

How do I assess my students in Spanish?

TPRI is an assessment for English-speaking students. For Spanish-speaking students, please refer to resources and training for "Tejas LEE," also available on CLI Engage at no cost for 1st and 2nd grade. TPRI is not a translation of Tejas LEE, and Tejas LEE is not a translation of TPRI. Tejas LEE is also not a Spanish version of the TPRI. The most important difference between the two instruments is that they do not assess exactly the same set of reading skills. TPRI captures significant skills and steps in the development of English reading. Tejas LEE captures significant skills and steps in the development of Spanish reading. In addition, TPRI and Tejas LEE were developed and piloted on different populations of students. Therefore, it is not possible to compare results from TPRI with results from Tejas LEE. TPRI should be used only to examine student performance in English and to plan English reading instruction. Tejas LEE should be used only to examine student performance in Spanish and to plan Spanish reading instruction.