



# Expanded Sample TPRI Criteria

The purpose of this document is to provide guidance in using TPRI scores to identify students who qualify for instructional intervention (“at risk” students).

## A. Intervention Criteria

The Intervention Criteria is listed by grade level and time point in the year (BOY, MOY, EOY). When identifying which students should be placed in intervention, ensure that you are comparing student data to the correct descriptor for the time of year. Once you have identified all students in the class who qualify for intervention, you may need to make further instructional decisions for placement in intervention.

Expanded Sample TPRI Criteria		
KIND/CLUSTER	INTERVENTION CRITERIA The student qualifies for intervention instruction if they score:	ADDITIONAL SUPPORT CRITERIA Students may require additional focused or intensive instruction if they score:
BOY	SSI Developing (SD) on BOY Screening	1. SSI Developing (SD) on GK-1 2. SSI Developing (SD) on Listening Comprehension-READ-BOY
MOY	SSI Developing (SD) on PA-1, PA-2 or PA-3	1. SSI Developing (SD) on GK-1 or GK-2 2. SSI Developing (SD) on Listening Comprehension-READ-MOY
EOY	SSI Developing (SD) on EOY Screening	1. SSI Developing (SD) on PA-1, PA-2, PA-3, or PA-4 2. SSI Developing (SD) on GK-1 or GK-2 3. SSI Developing (SD) on Listening Comprehension-READ-EOY
GRADE ONE	INTERVENTION CRITERIA The student qualifies for intervention instruction if they score:	ADDITIONAL SUPPORT CRITERIA Students may require additional focused or intensive instruction if they score:
BOY	SSI Developing (SD) on BOY Screening	1. SSI Developing (SD) on PA-1 or PA-2 2. SSI Developing (SD) on GK-1 or GK-2
MOY	SSI Developing (SD) on PA-1, PA-2, or PA-3	1. SSI Developing (SD) on GK-1, GK-2, or GK-3 2. SSI Developing (SD) on WR-1a 3. Frustration on BOY's items 3 and 4 4. An average fluency level of less than 20 words
EOY	SSI Developing (SD) on EOY Screening	1. SSI Developing (SD) on any of the PA links 2. SSI Developing (SD) on any of the GK links 3. SSI Developing (SD) on any of the WR links 4. Frustration on EOY's items 3 and 4 5. An average fluency level of less than 20 words 6. SSI Developing (SD) on Reading Comprehension on EITHER story 5 or 6

Decisions for placement into intervention are based on the needs of students in the school and the resources available to provide intervention. The Intervention Criteria provided for identification of “at risk” students will not perfectly match the needs of all schools. For some schools, these criteria will identify more students than can be served by their existing intervention program. In other schools, the intervention program will be able to serve more students than are identified by the Intervention Criteria.

To help guide schools further in making instructional decisions for their students, Additional Support Criteria have been included.

## B. Additional Support Criteria

The Additional Support Criteria can be used when:

- 1. Intervention Criteria Identify Too MANY Students** – If the Intervention Criteria identify more students than can be served in intervention, then teachers may use the Additional Support Criteria to make decisions about which students will receive intervention.

*Example:* The Grade One BOY Intervention Criteria identify 40% of the students in the grade, but the school can only serve 30% of the identified students in intervention. The school literacy team decides to use the Additional Support Criteria to select students for intervention. Their goal is to ensure that the lowest achieving students in the grade are being served in intervention.

- 2. Intervention Criteria Identify Too FEW Students:** If the Intervention Criteria identify fewer students than can be served by available intervention resources, then teachers may

use the Additional Support Criteria to make decisions about which students will receive intervention.

*Example:* The Grade One MOY Intervention Criteria identify 20% of the students in the grade, but the school has the resources to serve 30% of the students. The school literacy team decides to use the Additional Support Criteria to select additional students for intervention.

- 3. Students are not Identified for Intervention but Require Additional Support:** Some students who are not identified by the Intervention Criteria may still need additional support. The Additional Support criteria can help to identify these students, and help determine areas where their progress may be a concern.

*Example:* A grade one student at MOY scores Developed (D) on the PA tasks and therefore does not qualify for intervention. However, the student scores Frustrational on both stories 3 and 4. This is cause for concern since the student is a non-reader. The student may benefit from receiving additional support and targeted instruction during Tier I. This student's progress should be monitored carefully to ensure that s/he is making progress.

- 4. Determining Adequate Progress:** The Additional Support Criteria help teachers determine whether students are on track to meet end of year goals. If students are Still Developing in one or more of the areas listed, then this may be cause for concern.

*Example:* The Additional Support Criteria identify a grade one student at MOY is Still Developing (SD) on Word Reading Set 1. The teacher analyzes the student's Word Reading errors and plans targeted instruction based on the analysis of errors.



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KINDERGARTEN	<b>INTERVENTION CRITERIA</b> Students qualify for intervention instruction if they score:	<b>ADDITIONAL SUPPORT CRITERIA</b> Students may require additional focused or intensive instruction if they score:
<b>BOY</b>	Still Developing (SD) on BOY Screening.	1. Still Developing (SD) on GK-1. 2. Still Developing (SD) on Listening Comprehension READ-BOY.
<b>MOY</b>	Still Developing (SD) on PA-1, PA-2 or PA-3.	1. Still Developing (SD) on GK-1 or GK-2. 2. Still Developing (SD) on Listening Comprehension READ-MOY.
<b>EOY</b>	Still Developing (SD) on EOY Screening.	1. Still Developing (SD) on PA-1, PA-2, PA-3, or PA-4. 2. Still Developing (SD) on GK-1 or GK-2. 3. Still Developing (SD) on Listening Comprehension READ-EOY.

GRADE ONE	<b>INTERVENTION CRITERIA</b> Students qualify for intervention instruction if they score:	<b>ADDITIONAL SUPPORT CRITERIA</b> Students may require additional focused or intensive instruction if they score:
<b>BOY</b>	Still Developing (SD) on BOY Screening.	1. Still Developing (SD) on PA-1 or PA-2. 2. Still Developing (SD) on GK-1 or GK-2.
<b>MOY</b>	Still Developing (SD) on PA-1, PA-2, or PA-3.	1. Still Developing (SD) on GK-1, GK-2, or GK-3. 2. Still Developing (SD) on WR Set 1. 3. Frustrational on BOTH stories 3 and 4. 4. An average fluency rate of less than 25 wcpm.
<b>EOY</b>	Still Developing (SD) on EOY Screening.	1. Still Developing (SD) on any of the PA tasks. 2. Still Developing (SD) on any of the GK tasks. 3. Still Developing (SD) on any of the WR Sets. 4. Frustrational on EITHER story 5 or 6. 5. An average fluency rate of less than 60 wcpm. 6. Still Developing (SD) in Reading Comprehension on EITHER story 5 or 6.

**Assessment Time Points** BOY: Beginning-of-Year MOY: Middle-of-Year EOY: End-of-Year



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GRADE TWO	<b>INTERVENTION CRITERIA</b> Students qualify for intervention instruction if they score:	<b>ADDITIONAL SUPPORT CRITERIA</b> Students may require additional focused or intensive instruction if they score:
<b>BOY</b>	Still Developing (SD) on BOY Screening.	1. Still Developing (SD) on GK Spelling Set 1. 2. Still Developing (SD) on WR Set 1. 3. Frustrational on EITHER story 1 or 2. 4. An average fluency rate of less than 50 wcpm. 5. Still Developing (SD) in Reading Comprehension on EITHER story 1 or 2.
<b>MOY</b>	Frustrational on EITHER Story 3 or Story 4 <b>OR</b> An average fluency rate of less than 60 wcpm.	1. Still Developing (SD) on GK Spelling Set 1 or Set 2. 2. Still Developing (SD) on WR Set 1 or Set 2. 3. An average fluency rate of less than 70 wcpm. 4. Still Developing (SD) in Reading Comprehension on EITHER story 3 or 4.
<b>EOY</b>	Frustrational on EITHER Story 5 or Story 6 <b>OR</b> An average fluency rate of less than 70 wcpm.	1. Still Developing (SD) on any of the GK Spelling Sets. 2. Still Developing (SD) on any of the WR Sets. 3. An average fluency rate of less than 90 wcpm. 4. Still Developing (SD) in Reading Comprehension on EITHER story 5 or 6.

GRADE THREE	<b>INTERVENTION CRITERIA</b> Students qualify for intervention instruction if they score:	<b>ADDITIONAL SUPPORT CRITERIA</b> Students may require additional focused or intensive instruction if they score:
<b>BOY</b>	Still Developing (SD) on BOY Screening.	1. Still Developing (SD) on GK Spelling Set 1. 2. Still Developing (SD) on WR Set 1. 3. Frustrational on EITHER story 1 or 2. 4. An average fluency rate of less than 80 wcpm. 5. Still Developing (SD) in Reading Comprehension on EITHER story 1 or 2.
<b>MOY</b>	Frustrational on EITHER Story 3 or Story 4 <b>OR</b> An average fluency rate of less than 85 wcpm.	1. Still Developing (SD) on GK Spelling Set 1 or Set 2. 2. Still Developing (SD) on WR Set 1 or Set 2. 3. An average fluency rate of less than 100 wcpm. 4. Still Developing (SD) in Reading Comprehension on EITHER story 3 or 4.
<b>EOY</b>	Frustrational on EITHER Story 5 or Story 6 <b>OR</b> An average fluency rate of less than 100 wcpm.	1. Still Developing (SD) on any of the GK Spelling Sets. 2. Still Developing (SD) on any of the WR Sets. 3. An average fluency rate of less than 120 wcpm. 4. Still Developing (SD) in Reading Comprehension on EITHER story 5 or 6.