



newsletter

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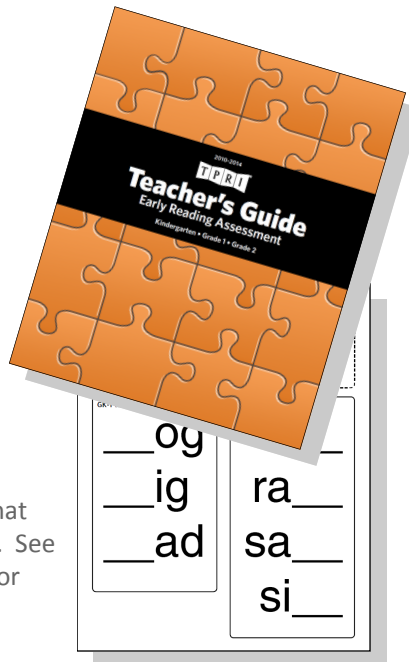
December, 2011

Making TPRI Administration More Manageable

Last year our TPRI development team had the opportunity to give the TPRI in a variety of classrooms, and we also observed many teachers administering the TPRI to their students. From these experiences, and through discussions with teachers, we gathered great ideas for administering the TPRI in a smooth, accurate, and manageable way.

The most important step to ensure smooth administration is to be well-prepared. Teachers explained that when they took time to review the directions for each task and prepared all of the necessary materials in advance, administration ran more smoothly from the start with the first student they assessed. In observations, we also noted that when teachers referred to the Teacher's Guide throughout the assessment, not only was administration more accurate, but it also flowed more quickly.

Two related challenges teachers often face is keeping the class engaged in meaningful work while assessing a single student, and also ensuring that students aren't listening as their peers are assessed. See the "Teacher-to-Teacher" section on the next page for one response to these challenges.



Continued on page 2



TPRI Tips

Expert Advice for Scoring and Administration

Scoring Story Reading Errors

TPRI Administration Guidelines help clarify confusion and answer questions about TPRI administration. General administration guidelines are located on pages 6 and 7 in the Teacher's Guide. Task specific guidelines include the correct directions for administering and scoring Reading Accuracy, Fluency and Comprehension (pages 7-8). As a reminder, below is a list of the five types of errors that are scored as incorrect on the TPRI:

- *Mispronunciations*
- *Substitutions*
- *Omissions*
- *Reversals*
- *Hesitations*

When should the teacher provide the word to the student?

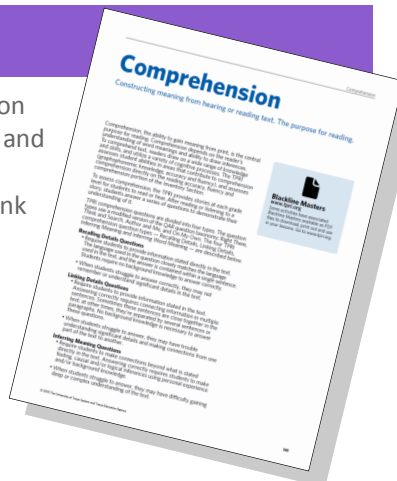
While reading a story, if the student makes a mistake and keeps reading, the teacher marks the error but stays silent. The teacher does not provide the word or intervene in any way. If the student comes to a word and pauses for three seconds, or attempts to sound out a word for three seconds without producing it, this is considered a "three second hesitation." With three second hesitations, the teacher provides the word, then marks the word as an error on the score sheet.



Did You Know?

Did you know there are four types of TPRI comprehension questions that help teachers understand student needs and plan instruction? The question types use a modified version of the QAR question taxonomy: Right There, Think and Search, Author and Me, and On My Own.

The four TPRI comprehension question types — Recalling Details, Linking Details, Inferring Meaning and Inferring Word Meaning — each provide different information about student comprehension. The question types and what they tell you are described in the Intervention Activities Guide (pages 141-142).




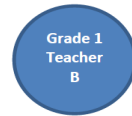
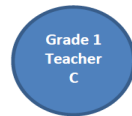
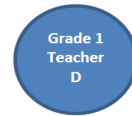
Making TPRI Administration More Manageable, continued

Other suggestions for managing TPRI administration relate to reducing administration time. During observations in the field, one common practice that increased the time it took to give the TPRI was that teachers waited longer than 3 seconds for students to respond during Word Reading, or when decoding words during story reading. Not only does the “3-Second Rule” help the assessment move more quickly, but more importantly, it helps to ensure that teachers are measuring students’ rapid decoding and word identification skills. (Please see the “TPRI Tips” section on the first page for more information on the “3-Second Rule.”) Other recommendations for managing administration time include following the Branching Rules, and calculating fluency rates later when students are not present .

Teacher to Teacher

Teachers have the best ideas for managing the class while administering the TPRI. Most teachers find that giving the TPRI is more efficient and effective when they work in a quiet room with just one student at a time. However, at many schools, hiring substitute teachers to cover classes during TPRI administration isn’t an option. Some elementary schools in Houston have shared an approach that eliminates the need for a substitute, and gives each teacher a day to devote just to administering the TPRI.

Within a grade level, each teacher is assigned a day for TPRI administration. As the graphic below shows, on their assigned day, the students in the designated teacher’s class are equally divided among the other classes at the grade level. Instruction in these classrooms continues as usual. The designated teacher selects one student at a time and administers the assessment in her own classroom. At the conclusion of each assessment, the student is sent back to join the assigned class for the day and another student is assessed. The next day, it’s another teacher’s turn to assess his/her students.

MONDAY Day 1 of TPRI Assessment Rotation			
			
Assess Own Students in Own Classroom	Teach Own Students + 1/3 of Teacher A Students Regular Instruction Schedule	Teach Own Students + 1/3 of Teacher A Students Regular Instruction Schedule	Teach Own Students + 1/3 of Teacher A Students Regular Instruction Schedule

We’d love to hear from you! Please email your TPRI suggestions to tpri@uth.tmc.edu. Your idea might be featured in an upcoming TPRI newsletter!

Check it Out!

Have questions about TPRI? Check out the FAQs Section on the tpri.org website! Questions and answers are divided into the following categories: General Questions, Administration & Scoring, Story Reading, TPRI & Tejas LEE, and Questions from Parents.

<http://tpri.org/faqs/index.html>

Our FAQs are user-driven. If you have questions about TPRI, please contact us at tpri@uth.tmc.edu. Your question may be the next one added to the FAQs!

Q&A

What do I do when a student reaches the Frustration Level (FRU) during Story Reading? How do I calculate the fluency rate when a student scores FRU?

When students reach the Frustration Level during story reading, ask them to stop reading (either immediately or at a more natural stopping point). Thank them, and explain that you will read the story to them and then ask some questions.

Example:

“Okay, please stop there. Thanks for reading to me. I’m going to read this story to you. After I am finished reading, I will ask you to answer some questions.”

Read aloud to the student from the beginning of the story. When you are finished reading, immediately ask the student to answer the comprehension questions. Remember, a student cannot score Developed (D) in comprehension, if they scored FRU for reading accuracy.

Students who score FRU on both stories will not have a fluency score on the TPRI. The TPRI guideline is that if students score FRU on a story then teachers do not calculate a fluency rate.

When students are able to read one story, but score FRU on the other story, then the teacher only calculates a fluency rate for the story read. Since the teacher has just one fluency score, it won’t be necessary to determine an average fluency score. For planning and reporting purposes, when an average score is requested, teachers should use the fluency score from the one story the student was able to read. Teachers may wish to note students who read only one story, and keep this information in mind when creating groups for instruction.