

TPRI newsletter

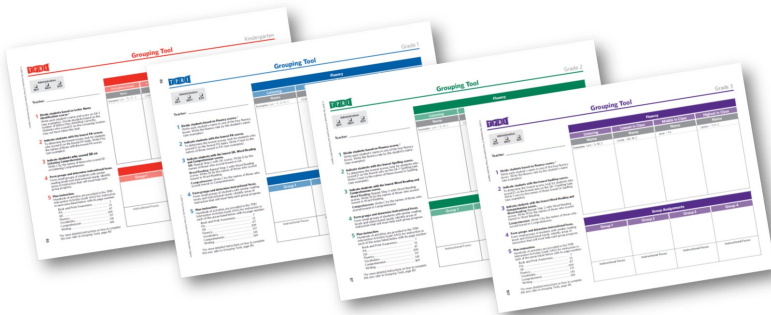
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Understanding Your TPRI Data: Forming Instructional Groups

If you haven't used your data to help you form instructional groups, it's not too late. TPRI Grouping Tools help teachers make sense of student scores and form instructional groups. Each grade level Grouping Tool follows a simple five step process for grouping students who have similar instructional needs and abilities.

To facilitate successful use of the Grouping Tool, instructions for the steps are provided directly on the tool. Grouping Tools can be copied from the Teacher's Guide or they can be downloaded from the TPRI website at <http://tpri.org/resources/grouping-tool.html>.



Teachers who analyze their TPRI data using the Grouping Tools often comment on the unexpected information they discover. One first grade teacher said, "I didn't realize that this student was so low in this one particular area. I would have likely overlooked that had I not grouped my students using the Grouping Tool. I usually just go by the grouping report I get from our electronic provider."

Continued on page 2



Did You Know?

Did you know that the TPRI Screening Section has been reviewed by the National Center for Response to Intervention and is one of the screening tools listed on their website (<http://www.rti4success.org/screeningTools>)? The TPRI received their highest possible rating ("Convincing Evidence") for its classification accuracy. In the case of the TPRI screenings, "Classification Accuracy" refers to the ability of the assessment to correctly classify students who are either not at risk for reading difficulty, or who may be at risk for reading difficulty.



TPRI Tips

Expert Advice for Scoring and Administration

Did your BOY administration time feel too long? Here is one way to help reduce testing time next BOY.

If students score D on the screening in kindergarten and grade 1, they don't need to complete the PA and GK inventory tasks. Instead, you are encouraged to follow the Branching Rules.

Remember that if students score D on the screening, it doesn't mean that they would be developed on the PA and GK tasks they skipped. In fact, if the PA and GK tasks were administered with these students, the information gained might be both interesting and useful.

However, with good instruction, students who score D on the screening will most likely progress well in PA and GK throughout the year. Having TPRI information about PA and GK would probably not be essential for these students to learn what they need. Therefore, in most cases it is not worth sacrificing valuable instructional time in order to gather these additional scores.

Coming soon to Facebook and Twitter



Understanding Your TPRI Data, continued

It takes approximately 15-20 minutes to group students using the Grouping Tools. This is time worth spending since it helps to ensure that students are grouped appropriately, that nothing is overlooked, and that instruction is specifically matched to the needs of the students in the group.

Teachers are encouraged to use the tool after each administration of the TPRI to help them readjust and refine student groups based on new information, and look for patterns of strengths and weaknesses, and growth or lack of growth.

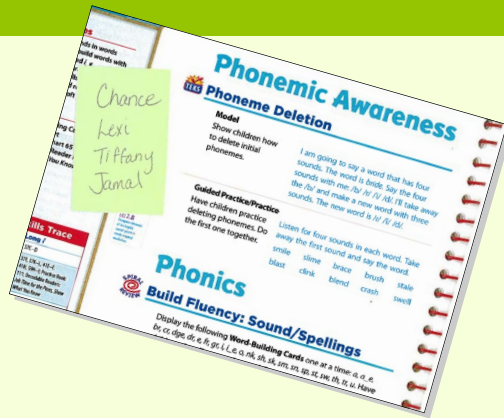
For more information on the Grouping Tools, a teacher training module has been provided to TPRI trainers. If you haven't received it, check with your TPRI trainer about providing the grouping training module. You can also contact your local ESC or sign up for TPRI News and Training alerts so that you'll receive notification of training sessions offered by the TPRI team. If you received this email newsletter directly, you are already signed-up. Still need to sign-up? Just email us at tpri@uth.tmc.edu requesting to be added to our email list.

Teacher to Teacher

Teachers have the best ideas for how to use their data. Here's a suggestion we've heard from several of you.

"After I have analyzed my data and have identified an instructional focus for each of my small groups, I also use this information during my whole group time to target specific students. I place a sticky note listing the names of students who are weak in a specific area (like blending, for instance), right in my TE. I put the sticky note next to the part of the lesson I will be teaching that addresses the specific skill. The sticky note reminds me which students I want to call on so that they will have additional practice opportunities. This way, my students who struggle the most with a particular skill get extra practice."

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



Check it Out!

TPRI offers two types of grouping resources to help teachers plan for small group instruction.

The TPRI **Grouping Tools** are a quick and easy way to group students with similar instructional needs and abilities. Links to the IAG are also included on the Grouping Tools to help plan targeted lessons for the students in each group. Click to download the Grouping Tools: <http://tpri.org/resources/grouping-tool.html>.

The TPRI **Grouping Mats** help teachers organize the scores their students receive. The double-sided mats allow teachers to record student names for the specific areas where they struggled. The Grouping Mats also provide links to the IAG. Once a Grouping Mat is complete, the teacher can use this visual representation of TPRI results as a tool to help plan lessons and form groups for instruction. Click to download the Grouping Mats: <http://tpri.org/resources/grouping-mats.html>.



On the TPRI, sometimes you have to give the same task twice during one testing session. Why?

The TPRI consists of two separate and distinct sections: the Screening Section and the Inventory Section. In kindergarten and first grade, one type of Phonemic Awareness task is repeated because it is included on both the Screening Section and the Inventory Section. In first through third grades there are word reading tasks on both the screening and the inventory. Although these tasks administered on the Screening Section and the Inventory Section of the TPRI are similar, they are designed to provide very different types of information.

The **Screening Section** of the TPRI is a brief assessment designed to identify students who may be at risk for reading difficulties. The primary purpose of the screening is to predict for teachers which of their students may need additional or intensive reading instruction in order to meet their grade level goals. The items included on screening tasks have been selected because they are proven to effectively predict which students may be struggling readers, and may require additional assessment and intervention.

The primary purpose of the **Inventory Section** of the TPRI is to help match reading instruction with specific student needs. The items and tasks on the inventory are designed to help teachers diagnose the particular instructional needs of their students so that they can plan appropriate instruction. When students score SD on an inventory task, it is an indication for teachers that students require additional support with the skill or concept assessed. Remember that at the beginning of the year students are not expected to score Developed on all tasks since the inventory includes end-of-year performance goals.