

TPRI newsletter

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How should I expect my students to score on TPRI?

TPRI often receives questions from teachers about how students should score on TPRI at different time points. For example, first grade teachers ask, "Is it normal for most of my class to score SD on PA tasks at the beginning of the year?" or "How should students score on tasks at MOY?" Are these the types of questions you wonder about too? TPRI has developed a new tool to help answer questions like these. This tool helps teachers develop reasonable expectations for students at each time point. It also can help teachers, schools and districts set criteria for identifying students who may require intervention.

The *Expanded Sample TPRI Criteria* document, is organized by grade level and time point (BOY, MOY and EOY). It includes a supporting page that explains the various ways the *Expanded Sample TPRI Criteria* may be used. [Click here](#) to download and print the documents so that you can learn to use this tool. As always, if you have questions, please feel free to contact us at tpri@uth.tmc.edu.

| Expanded Sample TPRI Criteria | | |
|-------------------------------|---|---|
| UNDERGRADUATE | INTERVENTION CRITERIA The student meets the intervention criterion if they score: | ADDITIONAL SUPPORT CRITERIA Students may require additional support or intensive instruction if they score: |
| BOY | SD Developing (SD) on BOY Screening | 1. SD Developing (SD) on CA-1 2. SD Developing (SD) on CA-2 |
| MOY | SD Developing (SD) on PA-1, PA-2 or PA-3 | 1. SD Developing (SD) on CA-1 or CA-2 2. SD Developing (SD) on Listening Comprehension READ-BOY |
| EOY | SD Developing (SD) on EOY Screening | 1. SD Developing (SD) on CA-1, CA-2, CA-3, or PA-4 2. SD Developing (SD) on CA-1 or CA-2 3. SD Developing (SD) on Listening Comprehension READ-EOY |
| GRADE ONE | INTERVENTION CRITERIA The student meets the intervention criterion if they score: | ADDITIONAL SUPPORT CRITERIA Students may require additional support or intensive instruction if they score: |
| BOY | SD Developing (SD) on BOY Screening | 1. SD Developing (SD) on PA-1 or PA-2 2. SD Developing (SD) on CA-1 or CA-2 |
| MOY | SD Developing (SD) on PA-1, PA-2, or PA-3 | 1. SD Developing (SD) on CA-1, CA-2, or CA-3 2. SD Developing (SD) on WR Part 2 or CA-3 3. Prerequisite all EOY-1/2/3/4/5/6/7/8/9/10/11/12 4. An average Remy's rate of less than 20%. |
| EOY | SD Developing (SD) on EOY Screening | 1. SD Developing (SD) on any one of CA-1/2/3/4/5/6/7/8/9/10/11/12 2. SD Developing (SD) on any of the CA-1/2/3/4/5/6/7/8/9/10/11/12 3. Prerequisite all EOY-1/2/3/4/5/6/7/8/9/10/11/12 4. An average Remy's rate of less than 20%. 5. SD Developing (SD) on Reading Comprehension on EITHER story 1 or 2. |

Criteria for Intervention

The *Expanded Sample TPRI Criteria* can help schools and districts set criteria for identifying students who may require additional support as part of an RTI approach. RTI is considered a preventative approach because it provides early identification of potential reading difficulties so that immediate support can be offered to students who are at-risk. Providing intervention before students fail reduces the number of students with later reading difficulties.

Assessment is a key component of RTI. The TPRI Screening Section has been reviewed by the [National Center for Response to Intervention](#), receiving their highest possible rating ("Convincing Evidence") for its classification accuracy.

Want to learn more about RTI? The March 2012 TPRI newsletter was devoted to RTI and using the TPRI as part of an RTI framework.

[Click here](#) to read this issue.



Did You Know?

When making decisions about what to address in Tier 1 vs. Tier 2 instruction, a good rule of thumb is to consider how many of your students require instruction on a particular skill. For example, if more than half of your students score SD on a task, then typically the skill should be addressed during Tier 1 instruction. Follow-up in Tier 2 may be required as well.

