



# newsletter

Volume 3, Number 5

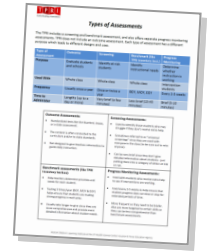
March 2014

## TPRI for a Grade?

Sometimes the TPRI development team receives questions from teachers and parents regarding the use of the TPRI for student evaluation. For example, “Can the TPRI be used to determine promotion or retention of students?” or “Can TPRI results be used for a report card grade?” Answering these questions provides an opportunity to discuss the purpose of the TPRI, and also different types of assessments and their purposes. The purpose of the TPRI is to assess students' reading abilities and provide teachers with information they can use to guide instruction.

Assessments can be broadly assigned to four different categories: Outcome, Screening, Benchmark, and Progress Monitoring assessments. Each assessment type serves a different purpose, and is designed for use with different groups of students.

- **Outcome Assessments:** used with the whole class to evaluate students and schools
- **Screening Assessments:** used with the whole class to identify at-risk students
- **Benchmark Assessments:** used with the whole class to identify individual instructional needs
- **Progress Monitoring Assessments:** used with intervention students to determine if interventions are working



TPRI includes both a screening and benchmark assessment. The TPRI Screening Section quickly identifies students who may be at-risk to be a struggling reader. The Inventory Section is a benchmark assessment or diagnostic tool that provides information about the specific instruction that will help students move forward.

The TPRI is designed to help teachers understand the reading abilities and instructional needs of their students so that they can teach as effectively as possible. Using the TPRI is not recommended to determine promotion or retention of students or to assign report card grades. The TPRI is not designed for these evaluative purposes. Use of the TPRI as an evaluative tool may undermine its primary purpose as a teaching tool for teachers.

For more information on types of assessments, [click here](#).



### Early Intervention

Research tells us that early identification of students who may struggle with reading is critical. This same research also indicates that early intervention makes a difference for students who may have reading difficulties (Francis, Shaywitz, Tudebing, Shaywitz, and Fletcher, 1996).

Struggling readers who do not receive intervention do not usually keep up with their peers. In fact, children who are poor readers at the end of first grade rarely acquire average-level reading skills by the end of the elementary grades unless they are identified and provided intervention (Francis, Shaywitz, Tudebing, Shaywitz, and Fletcher, 1996; Juel, 1998; Torgesen 2002).

Francis, D., Shaywitz, S., Stuebing, K., Shaywitz, B., & Fletcher, J. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. *Journal of Educational Psychology, 88*(1), 3-17.  
Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*, 437-447.  
Torgesen, J. (2002). The prevention of reading difficulties. *Journal of School Psychology, 40*(1), 7-26.



### Is TPRI a Test?

Parents sometimes worry when they find out their child is going to be “tested” with the TPRI. To alleviate concern, teachers can explain to parents that the TPRI is most accurately described as an assessment screening and inventory. The TPRI is a tool to help teachers teach, so it’s not a “test” of students, rather it is a tool for teachers.





## Understanding Developed and Still Developing

Another question the TPRI development team receives relates to Developed (D) versus Still Developing (SD) on the Screening Section. Teachers and parents wonder what it means if a student scores D on the screening. Does it mean that students should score D on all tasks in the Inventory Section if given? Does it mean students are Developed overall? A score of D on the Screening Section indicates that a student is likely not at-risk for reading difficulties. It is not expected that these students would be D on all of the inventory tasks at Beginning-of-Year (BOY). Instead, scoring D on the screening simply suggests that, if the skills covered in the Inventory Section are taught effectively over the course of the year, the student is likely to master these skills without intervention. There is no way to score D overall on the TPRI Inventory Section.



## 2014-2015 TPRI Kit Extension

The 2010-2014 versions of the Tejas LEE and TPRI assessments have been extended through at least the end of the 2014-2015 school year. Since there have been no revisions to the Tejas LEE and TPRI assessments since their 2010 release, the current 2010-2014 kits will remain valid for the coming school year.



Texas public schools and school districts may continue to order K-2 Tejas LEE and TPRI kits as needed due to the addition of new K-2 classrooms and/or unavoidable damage or loss. New and replacement K-2 kits will continue to be provided free of charge for Texas public schools by the Texas Education Agency (TEA) for as long as current supplies

last. Ordering of new and replacement Tejas LEE and TPRI kits from TEA will continue as it has in the past at <http://www.tpriandtjl.com>. Beginning in the spring of 2014, Texas public schools and school districts will again be able to order and purchase additional student record sheets as needed at <http://www.tpriandtjl.com>.



## Check it Out!

We are pleased to announce training opportunities from the TPRI Development Team. Both trainings will be held in Houston this summer.

- **June 16-17, 2014—Training-of-Trainers (TOT):** K-3 Administration & Instructional Modules
- **June 18, 2014—TPRI Pro!:** Putting the Pieces Together: TPRI, RTI and More

Online registration is now available! Visit the link below.

Register Online Now



## Did you know...

Progress Monitoring kits are available from TPRI. TPRI Progress Monitoring kits are a quick and easy way to track how students are responding to the intervention they are receiving.

### TPRI Progress Monitoring for Emergent Readers (PMER)

measures kindergarten and first grade students' progress with phonics, phonemic awareness and listening comprehension.



### TPRI Progress Monitoring for Beginning Readers (PMBR)

measures the reading fluency progress of first, second, and third grade students.

The fluency assessments in the PMBR are a compliment to the fluency section of the Grades 1, 2 and 3 benchmarking kits. These additional assessments are intended to facilitate quick, easy and more frequent progress monitoring between the TPRI benchmark administrations at the beginning, middle and end of the year.

[Click here](#) for ordering Information.