

TPRI newsletter

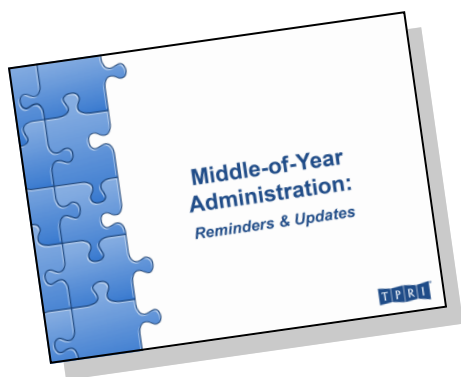
Volume 4, No. 3

December 2014/January 2015

MOY Reminders and Updates

It is time to prepare for Middle-of-Year administration. TPRI recommends MOY administration begin mid-January for Kindergarten through Grade 3. An administration window typically lasts for 2 weeks or less. Although it is helpful to keep this recommendation in mind, individual schools and districts set the specific dates for their administration windows to open and close.

To save time and for accurate administration, take a few minutes to become familiar with the differences between BOY and MOY administration. One difference is that there is no screening at this time point. Key reminders for each grade level are discussed in the sections that follow. You may also choose to view the [MOY Reminders and Updates](#) slideshow. The slideshow provides general information, such as assessing students who are new to your classroom, as well as detailed grade specific information.



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As we welcome the new year, the TPRI team would like to thank you for your work with students and for supporting the TPRI. We look forward to supporting you in 2015!

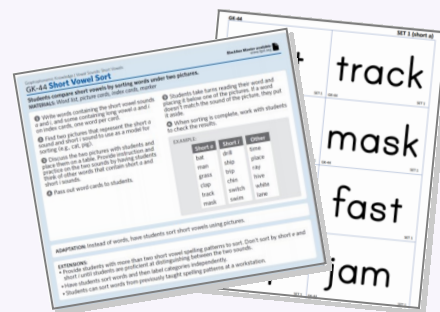
Contact us anytime at:
tpri@uth.tmc.edu



Beyond the IAG

Did you know that TPRI has Blackline Masters available on the tpri.org website? There are more than 100 downloadable activities to support targeted instruction.

Click [here](#) to access these resources.



Kindergarten Administration Reminders

All students should complete the Listening Comprehension portion of the assessment. For students who took the PA and GK portions of the assessment at BOY, you will need to administer those portions again. Do not administer PA and GK tasks where the student scored Developed (D). Instead, begin with tasks where the student scored Still Developing (SD) at BOY. If students did not take the PA and GK portions at BOY but you wish to gather more information about them, then you may administer the PA and GK portions at MOY. If you choose to do this, remember to begin with PA-1 and then follow the Branching Rules as you would with any student.



Grade 1 Administration Reminders

All students should complete the Word Reading and Story Reading portions of the Inventory. Remember to record student reading errors during the Word Reading task so that you can analyze the errors later. This information is critically important to capture so that you can make instructional choices based on data. Like Kindergarten, students who took the PA and GK portions of the assessment at BOY will need to take those portions again at MOY. Do not administer PA and GK tasks where the student scored D at BOY.

Grades 2 & 3 Administration Reminders

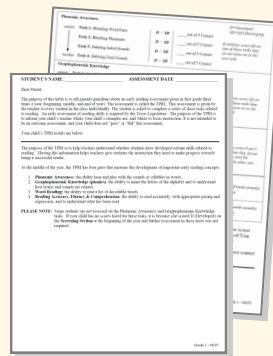
All students should complete the Story Reading portion of the Inventory. For the Spelling and Word Reading tasks, administer all sets where the student scored SD at BOY. Students who scored D on all Spelling and Word Reading sets at BOY do not have to take these tasks. If you choose to administer the Spelling task whole-class, you may have everyone spell all of the words regardless of BOY scores. Remember to record student errors during the Word Reading task. Be sure to go back and analyze Spelling and Reading errors to help plan additional targeted instruction.

Communicating with Parents

Texas Education Code 28.006 requires that schools report early reading assessment scores to parents/guardians. Reports should be easy to understand and written in the parent's native language. To assist teachers and schools with this requirement, TPRI has created sample letters to download and personalize. The purpose of the letter is to inform parents about the TPRI and report results. These sample letters can be changed or translated to fit the needs of the district. Districts and schools may choose to use the sample letters without changing them, or may revise them. At a minimum, parent letters should include:

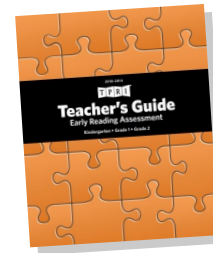
- The name of the reading instrument administered.
- The reading areas evaluated.
- Interpretations of results.
- Information about instructional interventions provided.

[Click here](#) to download sample TPRI parent letters. They are located under the "Communicating with Parents" tab and are available in English and Spanish.



Accuracy & Consistency

It is important to be both accurate and consistent when giving the TPRI. Accurate information is important because TPRI identifies students who may be at-risk for reading difficulty. The data collected provides important information about the specific instructional needs of students to help teachers plan effective instruction. Accuracy is also important since scores are shared with parents as a way to communicate information about the progress of their child.



Use the TPRI Teacher's Guide with every student and every task to ensure consistent and accurate administration.

By reading the scripts and carefully following the directions every time, every student receives the same information and is provided the same advantage.

Teachers often find practicing tasks in advance to be helpful. Teachers may also prepare by viewing the administration videos available on the TPRI website.

[Click here](#) to visit the video library.

