



newsletter

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Middle-of-Year Reminders and Updates

Middle-of-Year (MOY) TPRI administration is just around the corner. The TPRI team would like to share some important reminders and helpful information as you prepare.

TPRI recommends MOY administration begin mid-January for all students, Kindergarten through Grade 3. The administration window typically lasts for two weeks or less. With these recommendations in mind, individual schools and districts set the specific dates for their TPRI administration windows to open and close.

MOY administration reminders for each grade level are discussed in the sections that follow. Please take a few minutes to become familiar with the differences between BOY and MOY administration before assessing your first student. We also encourage you to view *Middle-of-Year Reminders and Updates*. [Click here](#) to view the slideshow.



The TPRI development team would like to thank each of you for your role in educating children, and for your work with the TPRI. Please let us know how we can support you in 2016.

Contact us anytime at:

tpri@uth.tmc.edu



Using the IAG

The TPRI Intervention Activities Guide (IAG) consists of hundreds of instructional activities to address a range of key reading domains. Among the lesson ideas in the IAG are activities that are very similar to the tasks on the TPRI. Many more skills and concepts are included in the IAG than are assessed on the TPRI.

Using IAG activities during your small group instruction helps students to learn and practice important early reading skills and concepts.



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 for any other 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. 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. Students will also complete the Word Reading and Spelling tasks where they scored SD at BOY. Students who scored D on all Spelling and Word Reading sets at BOY do not have to take these tasks. 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. Be sure to analyze Spelling and Reading errors after administration is complete to help plan additional targeted instruction.



MOY Questions and Answers

Q: With no Screening Section at MOY, how do I know which students are most in need of intervention? How do I know if my students are making adequate progress toward end of year goals?

A: The *Expanded Sample TPRI Criteria* can assist teachers and schools

as you set goals for students at various time points. This tool can also be used to help determine which students are most in need of additional targeted support. [Click here](#) to learn more about the *Expanded Sample TPRI Criteria*. This tool is located under the “Analyzing Data” tab.

Grade	Screening Section	Expanded Sample TPRI Criteria
K-1	Screening Section	Screening Section
	Word Reading	Word Reading
	Story Reading	Story Reading
2-3	Screening Section	Screening Section
	Word Reading	Word Reading
	Spelling	Spelling

Q: When students read the same word incorrectly multiple times during Story Reading, do I count it as one error or multiple errors?

A: If the student reads the same word incorrectly multiple times throughout a story, count the word as an error each time it is read incorrectly. Also remember that all words, including names, are scored in the same way.

Q: At MOY, what do I do with new students who I didn't assess at BOY on the TPRI?

A: With these students, assess just as you would with all students. Begin with the first Inventory task and follow the Branching Rules.



Professional Development

The TPRI team is pleased to announce TPRI training opportunities.

- **June 8, 2016—TPRI Pro!:** Putting the Pieces Together: TPRI, RTI and More
- **June 9-10, 2016—Training-of-Trainers (TOT):** K-3 Administration & Instructional Modules

Click the link below for detailed training information.

[Register Online Now](#)

Now is the time to begin planning your professional development for next fall. Our team at the Children's Learning Institute offers a variety of K-12 trainings to enhance literacy instruction in the areas of inferring, summarizing, and more. Contact us to learn more about how we can help you work toward your literacy goals.