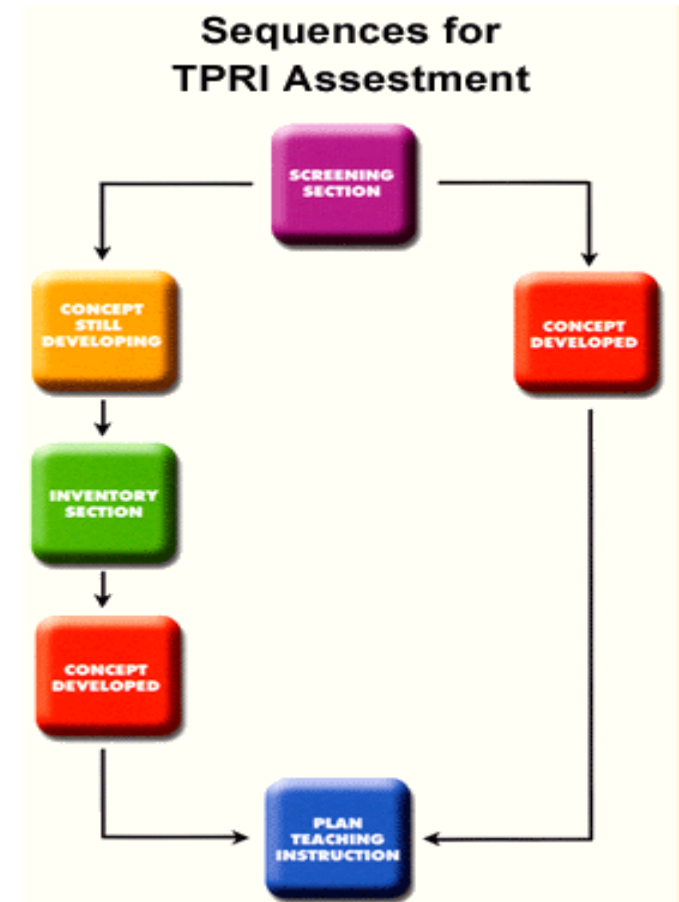


- The screening section of the TPRI is intended to help teachers quickly identify students who have developed important reading concepts. It is important to realize the limitations of any assessment that attempts to identify more able students. Some students may not do well on the screening items, yet have no trouble progressing through a program of reading instruction. Other students may do well on the screening tasks, yet have difficulty learning to read. The TPRI screens are designed to minimize misidentification, but it is important to remember that no instrument is infallible. It is for this reason that judgments about appropriate student instruction and progress be made solely on the information derived from the TPRI. Rather, appropriate student reading instruction should be based on teacher observation, student work, and knowledge of the student. The TPRI is designed to supplement and facilitate teacher judgments, not replace them. The screening portion of the TPRI is not a placement instrument, nor is it intended to replace the need for further evaluation of students who may need special student services. The performance of students on the screening sections of the TPRI signals teachers to focus on the specific instructional needs of their students. It may also signal additional data that might need to be gathered.

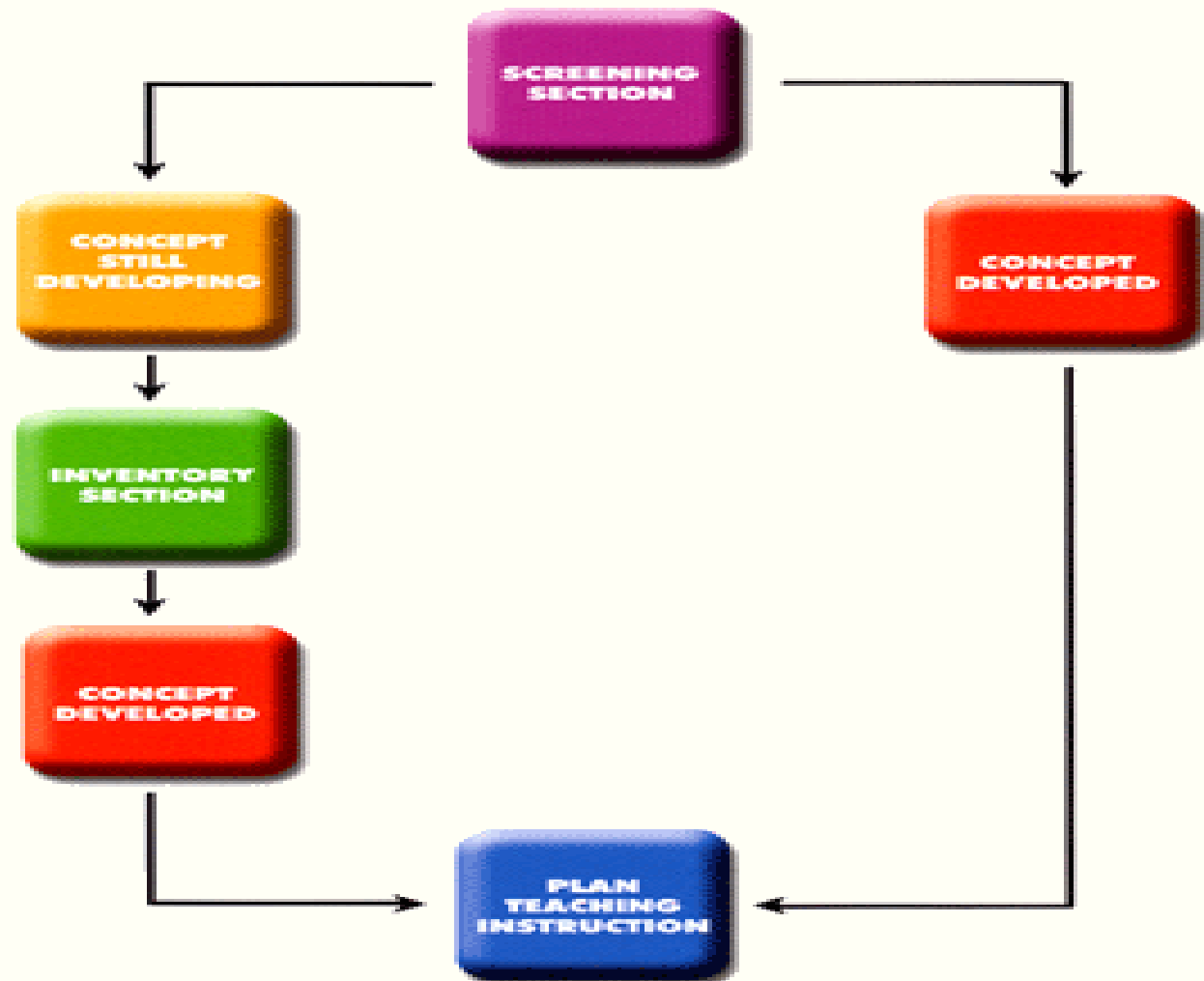
The inventory section of the TPRI gives teachers an opportunity to acquire more data to help match reading instruction with specific student needs. This additional information can assist teachers and administrators to assemble educational resources and plan the most effective instruction possible for students. It is recommended that the inventory be administered with all the students whose performance on the screening section indicates important reading concepts are still developing. The listening and/or reading comprehension tasks in the inventory should be administered to all students. The inventory can be administered with all students regardless of their performance

- The TPRI is a valid and reliable assessment tool that provides a comprehensive picture of a student's reading/language arts development. Designed to be used with students in Kindergarten, Grade 1, Grade 2, and Grade 3 the TPRI offers a balanced and reliable approach to reading instruction. A quick Screening Section works with a more detailed Inventory Section to help teachers identify strengths and problem areas as well as monitor progress. With the TPRI, teachers can focus on helping students learn the reading concepts they need, so that all students can meet the goal of reading on grade level.

The TPRI is a one-on-one instrument designed to be administered by the classroom teacher. At all four grade levels, the TPRI consists of both a Screening Section and an Inventory Section. With a short series of student-friendly tasks, the Screening allows a teacher to gather information quickly about the development of the student's reading concepts. The Screening provides an easy way to identify students who are likely to experience success in reading so that time can be spent gathering more detailed information for other student who may be likely to need instructional intervention. The Inventory engages the student with inviting tasks and entertaining stories, while giving the teacher an opportunity to gather more data to help match reading instruction with specific student needs. If desired, the entire Inventory can be given to all students to obtain a more complete picture of their strengths and needs. Once each student's needs have been identified, the Intervention Activities Guide gives the teacher effective instructional activities appropriate for each student, based on individual student needs.

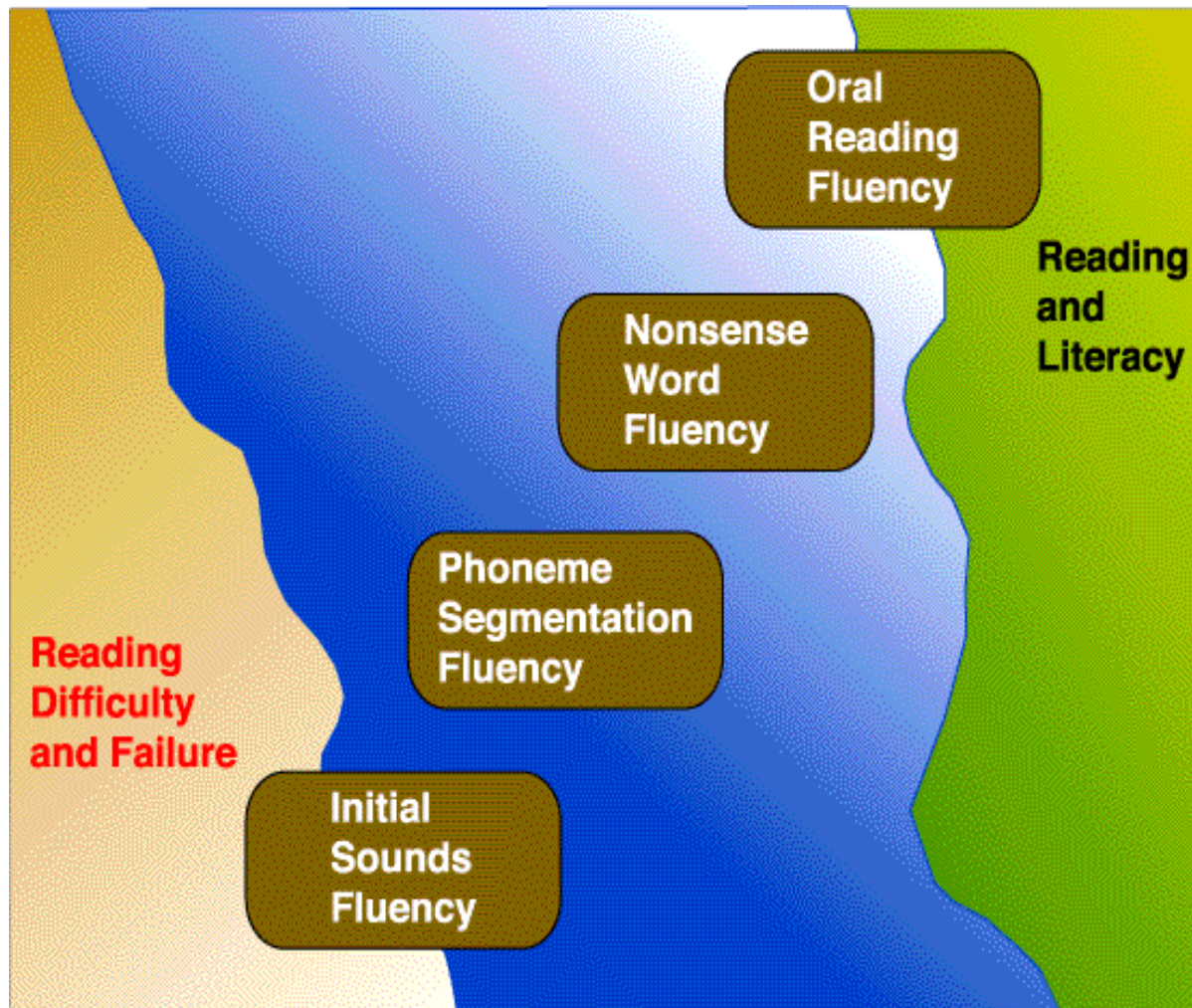


# Sequences for TPRI Assessment



- **What are Dynamic Indicators of Basic Early Literacy Skills (DIBELS)?**
- **Which skills do the DIBELS measures assess?**
- The DIBELS measures were specifically designed to assess 3 of the 5 Big Ideas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text (click here to link to [Big Ideas in Beginning Reading](#) for more information on each of these domains). The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency.

- Measures of Phonological Awareness:
- Initial Sounds Fluency (ISF): Assesses a child's skill to identify and produce the initial sound of a given word (click [here](#) for a longer description and to learn how to administer and score the ISF measure).
- Phonemic Segmentation Fluency (PSF): Assesses a child's skill to produce the individual sounds within a given word (click [here](#) for a longer description and to learn how to administer and score the PSF measure).
- 
- Measure of Alphabetic Principle:
- Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar "nonsense" (e.g., fik, lig, etc.) words (click [here](#) for a longer description and to learn how to administer and score the NWF measure).
- 
- Measure of Fluency with Connected Text:
- Oral Reading Fluency (ORF): Assesses a child's skill of reading connected text in grade-level material word (click [here](#) for a longer description and to learn how to administer and score the ORF measure).
- These measures link together to form an assessment system of early literacy development depicted in the following figure that allows educators to readily and reliably determine student progress.





# PROGRESS MONITORING

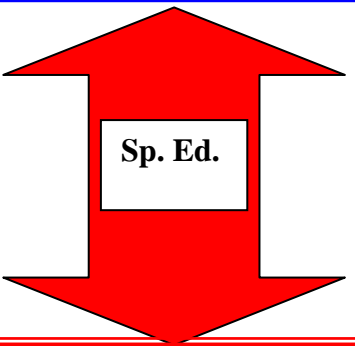
**HOW...WHEN...WHERE..YOU USE IT!**

What is the difference?

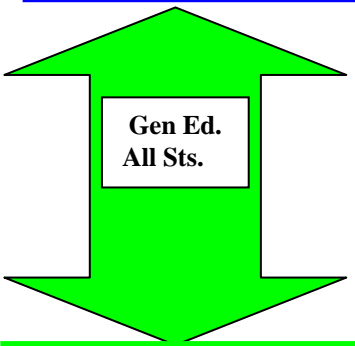
What is the difference?



- Students In At-Risks situations**
- Title I-IV
  - ESL
  - LES
  - Retainees
  - Discipline issues
  - Dyslexia
  - 504



- Special Education**
- Curriculum Based Measurement
  - Annual ARD
  - 3-year Evaluation



- Student Performance**
- Six-weeks
  - Semester
  - Trimester

- Student Success Portfolio Data**
- Curriculum Delivery of Standards (TEKS)
  - Curriculum-Based Assessment
    - Data collection
  - Identify The Problem/Generate A Plan

- Progress Reports**
- IEP Goals and Objectives

- Progress Reports**
- Report Card



# INTERVENTION RESOURCES

## RTI

☑Scientifically Research-Based Peer Reviewed

→Strategies/Techniques

→Programs

☑Documentation Of Student's Response To The Intervention

## Math

Strategies/Techniques

Programs

## Reading

Strategies/Techniques

Programs

## Writing

Strategies/Techniques

Programs Convention

## Behavior

Strategies/Techniques

•Programs Convention

