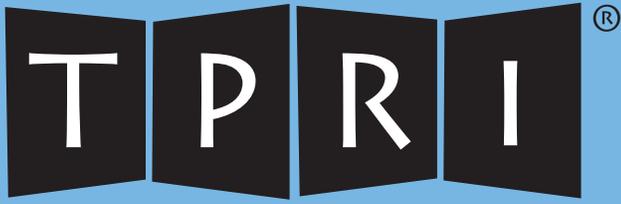


Quick-Start Guide for Grade 1



Real Reading Progress for K-3

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Welcome to TPRI®—the complete system that helps you assess and improve the literacy skills of all your first-grade students! This **Quick-Start Guide** gives you the basics you need to successfully use your TPRI® Benchmarking Kit.

BEFORE YOU BEGIN

When to Give TPRI®

You'll administer TPRI® at three time points every year:

- Beginning-of-Year (2 weeks after school starts)
- Middle-of-Year (in mid-January). At middle of year, you conduct the Inventory section only, and there's no need to re-administer PA and GK tasks on which a student has previously scored "Developed" (D).
- End-of-Year (in mid-April). At end of year, you'll start with Screening 4 and then move on to the Inventory.

Please note: the Screening section in Grade 1 is given only at the beginning and end of the year. There is no Screening section for the middle of the year. Some parts of the Inventory section are administered at all time points; be sure to follow the Branching Rules closely so you administer the assessment correctly at each point.

What You Need

Make sure you have all of the following ready:

- ✓ Teacher's Guide
- ✓ Grade 1 task cards
- ✓ Story booklet
- ✓ Student Record and Class Summary Sheets (sold separately)
- ✓ Magnetic board and letters (sold separately)
- ✓ Blank sheet of paper
- ✓ Pencil / Pen
- ✓ Stopwatch

Overall Administration Tips

- Administer TPRI® to only one student at a time.
- Administer TPRI® within a 2-week period. If possible, administer the Screening Section to all students within a 1-week period.
- Make sure the assessment environment is adequately lighted, relatively quiet, and free from distractions.
- Read the directions out loud each time you assess a student. This provides each student with the same information and the same advantage.
- If a task includes Practice Items, always present all items.
- Don't provide hints or prompt students for an answer, even if you think they know it.
- Record scores on the Student Record Sheet as you administer the assessment; don't wait until you've finished.
- Be positive and encouraging with all students, but don't praise individual answers. You can tell students "Thank you" or "nice job" at the end of tasks.

CONDUCTING TPRI®

1 Conduct the Screening

- Give the Screening to all students (start with Screening 1 at beginning of year and Screening 4 at end of year).
- The Screening consists of tasks in **letter sound identification**, **blending phonemes**, and **word reading**.
- Mark a 1 for correct answers and 0 for incorrect answers on the Student Record Sheet, in the Beginning-of-Year column. At End-of-Year, you'll score in the End-of-Year columns for the screening.
- Fill in the "total number correct" box at the bottom of the column.
- Review the Branching Rules to see which task to give next and where to find it.
- All students move to the Inventory Section once they are finished with the Screening Section.

CONDUCTING TPRI® (continued)

2 Conduct the Inventory—The Inventory is a lengthier assessment of skills that are critical for effective reading. Be aware of students who are losing interest or exhibiting frustration; these behaviors often invalidate results. The Inventory Section does not have to be administered in one sitting. Here are some how-to tips to keep in mind while you’re conducting each part of the Inventory:

Phonemic Awareness (PA) Tips	Graphophonemic Knowledge (GK) Tips	Word Reading Tips	Reading Accuracy, Fluency, & Comprehension Tips
<ul style="list-style-type: none"> Consists of 4 tasks that get progressively harder. Practice saying all the PA items to yourself before you begin the Inventory. During PA tasks, be sure to pronounce letter sounds, not letter names. On sound deletion tasks, isolate the sound you want students to delete. Do not add a vowel sound after most consonant sounds. Keep the vowel sound clipped for consonants such as /g/ and /b/. Students move on to the next GK task only if they score “Developed” (D). Once students score D on a PA task, they don’t take that task again at MOY or EOY. 	<ul style="list-style-type: none"> Consists of 5 tasks that get progressively harder. Students are asked to make different words by moving foam letters on a magnetic board. Students move on to the next GK task only if they score D. Once a student scores D on a GK task, they don’t have to take that task again at either middle or end of year. 	<ul style="list-style-type: none"> Consists of four sets of five decodable words If students can’t read any of the words in Set 1, then stop the task and move on to the next portion of the Inventory. If students are correct on 4 or 5 of the words in a set, then they score D for the set. If a student scores D on all four sets, they don’t have to take the Word Reading task again later in the year. Don’t complete the error analysis while you are with the student. 	<ul style="list-style-type: none"> Given at BOY, MOY, and EOY. Student reads 2 stories while you mark errors and time their reading. Start the stopwatch when the student reads the first word of the story. Story reading errors include mispronunciations, substitutions, omissions, reversals, and 3-second hesitations. If student reads the same word incorrectly throughout a story, count each incorrect word as a separate error. If students reach the frustrational level with a story, they can stop reading, and the story is then read to them before you ask the comprehension questions. For comprehension questions, don’t wait more than 20 seconds for a student to answer. Answers can be correct even if they do not match the sample answers. Rely on your professional judgment in scoring responses.

Keep in mind: Scores on the Screening determine which task you start with on the Inventory Section. Follow the Branching Rules closely. Students who score “Developed” (D) on the Screening move right to the Word Reading part of the inventory. Students who score “Still Developing” (SD) on the screening move to the beginning of the Phonemic Awareness portion.

3 Link Assessment with Instruction

Here’s what to do *after* you conduct the Screening and Inventory sections:

- Fill in the Class Summary Sheet—your first step in the process of analyzing TPRI® data for your whole class and using it to plan your instruction.
- Use the Grouping Tools in your Teacher’s Guide to create small groups for differentiated instruction.
- Plan effective lessons with the [Intervention Activities Guide](#) (sold separately), filled with hundreds of ready-to-use activities.
- Monitor your students’ progress with the [Progress Monitoring for Emergent Readers™ \(PMER\)](#) and [Progress Monitoring for Beginning Readers™ \(PMBR\)](#) kits (sold separately).

Teach Spanish-speaking students? Discover [Tejas LEE®](#), a complete solution for assessing and improving the reading skills of students who receive primary reading instruction in Spanish. To learn more, see www.brookespublishing.com/tejaslee.

Download our other quick-guides to the TPRI® system!
www.brookespublishing.com/quick-guides

- TPRI® Kindergarten Quick Guide
- TPRI® Grade 2 Quick Guide
- TPRI® Grade 3 Quick Guide
- Intervention Activities Guide
- PMER
- PMBR

Call us or visit our website to complete your TPRI® system and sign up for TPRI® email alerts!