

# Quick-Start Guide for Grade 3



## 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 third-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.
- End-of-Year (in mid-April). At end of year, you'll start with the first Graphophonemic Knowledge task on the Inventory.

*Please note: the Screening section in Grade 3 is given only at the beginning of the year. There is no Screening section for the middle or end of the year. 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 3 task cards
- ✓ Story booklet
- ✓ Student Record and Class Summary Sheets (sold separately)
- ✓ 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.
- 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. The Screening section is given at beginning of year only.
- The Screening consists of a **word reading task**.
- If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.
- Mark a 1 for correct answers and 0 for incorrect answers on the Student Record Sheet, in the Beginning-of-Year column.
- 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:

Graphophonemic Knowledge (GK) Tips	Word Reading Tips	Reading Accuracy & Fluency Tips	Reading Comprehension Tips
<ul style="list-style-type: none"> <li>Consists of a single group spelling test you administer at beginning, middle, and end of year.</li> <li>Can administer the 20-item test to the whole class, small groups, or individually.</li> <li>If a student asks for a word after you read it, ask the student to do their best. Do not repeat the word.</li> <li>Use the new Error Analysis Chart to gain insight about the parts of words students may struggle to spell correctly.</li> <li>Since the Spelling test is designed as a group-administered task, in most cases, it will be administered to all students at middle and end of year, regardless of their performance during earlier administrations.</li> </ul>	<ul style="list-style-type: none"> <li>Consists of four sets of five decodable words</li> <li>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.</li> <li>If students are correct on 4 or 5 of the words in a set, then they score “Developed” (D) for the set.</li> <li>If a student scores D on all four sets, they don’t have to take the Word Reading task again later in the year.</li> <li>Don’t complete the error analysis while you are with the student.</li> </ul>	<ul style="list-style-type: none"> <li>Consists of three sets of two stories, a mix of fiction and nonfiction.</li> <li>Start the stopwatch when the student reads the first word of the story.</li> <li>Story reading errors include mispronunciations, substitutions, omissions, reversals, and 3-second hesitations.</li> <li>Not considered errors: self-corrections, insertions, repetitions, loss of place.</li> <li>If student reads the same word incorrectly throughout a story, count each incorrect word as a separate error.</li> <li>If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level, have the student stop. Record “Fru” on the Student Record Sheet.</li> <li>If the student scores at the Frustrational Level on the first story, s/he still attempts to read the second story.</li> <li>If students do not reach frustration on a story, then their fluency rate is calculated. Use a stopwatch to time how long they take to read the story, and record fluency using the boxes on the Student Record Sheet.</li> </ul>	<ul style="list-style-type: none"> <li>If the student takes 10 seconds or longer to answer a question, prompt the student: <i>“Remember, you can look at the story.”</i></li> <li>If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.</li> <li>Answers can be correct even if they do not match the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.</li> </ul>

## 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 directly linked to the concepts and skills assessed with TPRI®.
- Monitor your students’ progress with the [Progress Monitoring for Beginning Readers™ \(PMBR\)](#) kit (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](http://www.brookespublishing.com/tejaslee).

Download our other quick-guides to the TPRI® system!  
[www.brookespublishing.com/quick-guides](http://www.brookespublishing.com/quick-guides)

- TPRI® Kindergarten Quick Guide
- TPRI® Grade 1 Quick Guide
- TPRI® Grade 2 Quick Guide
- Intervention Activities Guide
- PMER
- PMBR

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