

Kindergarten Quick-Start Guide



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 kindergarten 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 (6 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.
- End-of-Year (in mid-April). At end of year, you'll start with Screening 3 and then move on to the Inventory.

Please note: the Screening Section in Kindergarten 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
- ✓ Kindergarten task cards
- ✓ Student Record and Class Summary Sheets (sold separately)
- ✓ Blank sheet of paper
- ✓ Pencil / Pen

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 3 at end of year).
- The Screening consists of two tasks that are highly predictive of reading success for kindergartners: **letter sound identification** and the phonemic awareness skill of **blending**.
- 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—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	Listening Comprehension Tips	Word Reading Tips
<ul style="list-style-type: none"> Consists of 5 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, be careful to really 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/. Once students score “Developed” (D) on a PA task, they don’t take that task again at middle or end of year. 	<ul style="list-style-type: none"> Consists of 2 tasks: Letter Name Identification (easier) and Letter to Sound Linking (harder). Administration for the Letter Name Identification task is very similar to the Letter Sound task in the Screening section. If students score D on the first GK task, they move on to the second. On the Letter to Sound Linking task, you can give students feedback ONLY on the practice items, not at any other time. 	<ul style="list-style-type: none"> All students listen to the same story and then answer questions about it. Very often students will give an answer that is correct but different from the sample answer. If the student’s answer makes sense to you and seems correct based on the information in the story, then score the answer as correct. If you are not sure, err on the side of caution and score the answer as wrong. 	<ul style="list-style-type: none"> Optional end-of-year task Consists of two sets of five decodable words Write incorrect responses using phonetic spelling. Don’t complete the error analysis while you are with the student. If students are successful with Set 1, they may attempt Set 2. Since this is an optional task, it’s up to you to determine what “successful” means and choose whether to advance to Set 2.

Keep in mind: Scores on the Screening determine which task you start with on the Inventory Section. Students who score “Developed” (D) on the Screening move right to the Listening Comprehension part of the inventory. For students who score “Still Developing” (SD) on the screening, you may begin with the optional Book and Print Awareness activity or the first Phonemic Awareness task.

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 Emergent Readers™ \(PMER\)](#) 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.

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

- TPRI® Grade 1 Quick Guide
- TPRI® Grade 2 Quick Guide
- TPRI® Grade 3 Quick Guide
- Intervention Activities Guide
- PMER
- PMBR

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