

Quick-Start Guide for PMBR



Real Reading Progress for K-3

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This **Quick-Start Guide** gives you the basics you need to successfully use your Progress Monitoring for Beginning Readers™ (PMBR) kit to assess student progress in Grades 1-3 and determine whether they're responding to instruction.

BEFORE YOU BEGIN

What Does PMBR Assess?

PMBR monitors student progress in three core aspects of reading: accuracy, fluency, and comprehension. There are 8 stories for each grade level, increasing in difficulty.

Which Students Are Assessed with PMBR?

Use PMBR with students who are not meeting grade level standards and/or receiving reading intervention, whether they're currently behind or at risk for struggling. (Students who score "Still Developing" (SD) on the TPRI® screening are identified as at risk for reading difficulty.)

What You Need

To conduct PMBR, you'll need:

- ✓ Teacher's Guide
- ✓ Story booklet
- ✓ Scoring Booklet for each student you're testing
- ✓ Stopwatch
- ✓ A pencil

How to Choose Your Administration Schedule

You can choose to implement PMBR in 2 or 6 week intervals: every 2 weeks for students receiving intensive intervention, and every 6 weeks for students who do not require close monitoring high-performing students will not need formal progress monitoring.

CONDUCTING PMBR

Guidelines for a Two-Week Schedule

- Use with struggling readers and/or any intervention students.
- Start all students on Story 1 for their grade.
- Student reads for 2 minutes.
- If frustrated on Story 1 (10% or more words read as errors), move back a grade level and go to Story 1 for that grade level.
- If frustrated on Story 1 of Grade 1, move back to the Progress Monitoring for Emergent Readers™ (PMER) kit.
- 3 rules for moving from story to story
 - Present the next story.
 - Student may attempt no more than 2 stories in one administration of PMBR
 - The Story of Record can be repeated only once.
- Ask 2 generic comprehension questions if student does NOT read at the Frustrational Level. These don't have to be scored.

Guidelines for a Six-Week Schedule

- Use with "average" readers.
- Present the timed Word List to determine story placement.
- Student reads the entire story.
- If student is frustrated, move back 1 story.
- If frustrated on Story 1, move back a grade level and use the student's Word List score to determine which story to start with.
- If frustrated on Story 1 of Grade 1, move back to the Progress Monitoring for Emergent Readers™ (PMER) kit.
- Ask 6 comprehension questions if student does NOT read at the Frustrational Level. Answers don't have to match the suggested responses to be correct; use your professional judgment.

CONDUCTING PMBR (continued)

General Guidelines

- Give PMBR in a calm and quiet classroom space.
- Sit with the student to your side and slightly in front of you so you can easily score without the student watching.
- Introduce each task using the language provided in the story booklet.
- Be sure to have your stopwatch ready.
- Don't provide specific feedback or guidance during the assessment.
- Be positive and encouraging with all students. Praise effort rather than quality of responses.
- The final story read by a student during a PMBR administration is the "Story of Record" for that administration.

Recording Scores

- Mark with a slash in the text any words read incorrectly.
- Collect student scores on the Student Data form in the scoring booklet.
- Story reading errors include mispronunciations, substitutions, omissions, reversals, and 3-second hesitations (the student pauses for longer than 3 seconds, or takes longer than 3 seconds to sound out the word).
- Not considered errors: self-corrections, whole-word insertions, repetitions, loss of place.
- The three accuracy scores on the PMBR are:
 - Frustrational: below 90% words read correctly
 - Instructional: 90-94% correct
 - Independent: above 94% correct
- Boxes for calculating fluency are included on the bottom of each story page.
- Complete the Student Progress chart to determine whether students are making progress.

If Progress is Too Slow

If your students aren't making progress fast enough, consider modifying:

- Type of Instruction. What are you teaching and how are you teaching it?
- Pace of Instruction. When are you introducing new concepts and skills, and how much time is available for each intervention lesson?
- Frequency of Instruction. How often is intervention?
- Intensity of Instruction. How low are teacher/student ratios? Smaller student groups allow for more intense focus on each student.

CONNECTING RESULTS WITH INSTRUCTION

After you administer PMBR, use the results to inform instruction and intervention on an ongoing basis.

- Look to see whether students are progressing.
- Plan instruction—determine what might need to be retaught and what skills students have mastered.
- Use the [Intervention Activities Guide \(IAG\)](#) to plan intervention. The IAG gives you hundreds of instructional activities to differentiate instruction and address areas of student need.

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.

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

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