

The Texas Primary Reading Inventory (TPRI) Early Reading Instruments Report District 2007 - 2008

The 75th Texas Legislature requires that early diagnostic instruments be used to assess the reading skill and comprehension development of students enrolled in kindergarten through grade 2. The assessments must be chosen from the Commissioner of Education’s adoption list. Burkburnett ISD has chosen to administer the TPRI for the past four years, which is the inventory developed by the Texas Education Agency. This inventory provides teachers with a means of determining where along the continuum of growth students are progressing as readers.

The specific reading concepts assessed in the inventory are dependent on the grade level of the child as well as the time of the year that the inventory is given. The Inventory provides teachers with information about a child’s book and print awareness, phonemic awareness, graphophonemic knowledge, oral reading and listening, and reading comprehension.

Students are initially screened with the instrument, and may or may not be given the entire inventory, depending on their ability at the time of the screening.

TPRI Screening Tasks

	Kindergarten		1 st Grade		2 nd Grade	
	Beginning of the Year	End of the Year	Beginning of the Year	End of the Year	Beginning of the Year	End of the Year
Graphophonemic Knowledge	√	√	√		√	√
Word Reading			√	√	√	√
Phonemic Awareness	√	√	√	√		

If a child is “Still Developing” on the Screening, the Inventory is given in order to gain further insight about each child’s strengths and weaknesses. Even if the child is “Developed” on the Screening, the Inventory is sometimes administered to gain additional information so teachers can plan the most appropriate reading instruction for each child.

When the TPRI data indicates a student needs intensive, targeted instruction in a specific area, the intervention may include one-on-one, or small group instruction with the teacher; additional instruction by another teacher; and/or placement in the school’s early reading intervention program (which could include any of these approaches and others).

Before placement in an early reading intervention program with Accelerated Reading Initiative funds, parents will be notified of the student’s particular needs and the plans to meet these needs.

TPRI Inventory Tasks									
	Kindergarten			1st Grade			2nd Grade		
	Begin- ning of Year	Mid- dle of year	End of year	Begin- ning of year	Middle of year	End of the year	Begin- ning of the year	Middle of the year	End of year
Book and Print Awareness	√	√	√						
Phonemic Awareness	√	√	√	√	√	√			
Graphophonemic Knowledge	√	√	√	√	√	√	√	√	√
Reading Accuracy				√	√	√	√	√	√
Fluency				√	√	√	√	√	√
Reading/Listening Comprehension	√	√	√	√	√	√	√	√	√

Texas Primary Reading Inventory Results BISD SY 2007 – 2008

Grade Level	# Students in district receiving instruction in English	# Students in district who showed progress in reading development/ were reading at the instructional or independent level*
K	288	190 (Developed rating)
1	278	239
2	253	202

# Students who scored at the level of Developed for Reading Comprehension			# Reading Fluency Rate, Grade 1: Students who read 60 or more correct words per minute on story 4 or 5			# Reading Fluency Rate, Grade 2: Students who read 90 or more correct words per minute on story 3 or higher			
	Evans	Hardin	Tower	Evans	Hardin	Tower	Evans	Hardin	Tower
K	48	85	57						
Gr 1	51	103	85	24	55	43			
Gr 2	56	74	72				12	30	23

Areas of instruction targeted in classroom interventions for students needing further instruction to develop reading concepts and skills:

- Book and Print Awareness
- Phonemic Awareness
- Graphophonemic Knowledge
- Listening Comprehension
- Reading Accuracy
- Reading Fluency
- Reading Comprehension

Campuses are also utilizing small group instruction through the Accelerated Reading Initiative

Phonemic Awareness: the ability to identify individual sounds within spoken words

Graphophonemic Knowledge: the recognition of the letters of the alphabet and the understanding of sound-symbol relationships

Reading Accuracy: the ability to read text accurately

Reading Fluency: the ability to read text accurately, quickly, and automatically

Reading Comprehension: the understanding of what has been read aloud (beginning of first grade) and the understanding of what has been read (end of first grade)