



Student Summary Sheet

Grade 1

Date of Administration:

BOY ____/____/____

MOY ____/____/____

EOY ____/____/____

Student: _____

Teacher: _____

Screening Summary

Overall Screening Score	BOY (D, SD)	EOY (D, SD)
To score Developed (D) at BOY, the student must score D on SCR-2 OR SCR-3.		

Inventory Summary

Reminder: Students are not expected to score D on all Inventory tasks at BOY or MOY.

The goal is for students to score D on all Inventory tasks at EOY.

Task/Set	Concept Assessed	BOY		MOY		EOY		IAG* Page
		Score	(D, SD)	Score	(D, SD)	Score	(D, SD)	
Phonemic Awareness (PA)	PA-1 Blending Word Parts							35
	PA-2 Blending Phonemes							39
	PA-3 Deleting Initial Sounds							40
	PA-4 Deleting Final Sounds							41
Graphophonemic Knowledge (GK)	GK-1 Initial Consonant Substitution							62
	GK-2 Final Consonant Substitution							65
	GK-3 Middle Vowel Substitution							66
	GK-4 Initial Blending Substitution							68
	GK-5 Blends in Final Position							69
Word Reading	Set 1 get, cut, bump, gift, cliff							47
	Set 2 bath, brick, chat, shelf, crash							47
	Set 3 sleep, sky, drive, plane, spray							47
	Set 4 about, brown, news, snail, ploy							47

Task	Story	Fru/Lis Inst Ind	WCPM	(D, SD)	Comprehension					IAG* Page
					Total	Recalling Details	Linking Details	Inferring Meaning	Inferring Word Meaning	
READ-BOY	Story 1 - Tut (fiction)				/6	/2	/2	/1	/1	141
	Story 2 - Baseball Game (fiction)				/6	/1	/2	/1	/2	
		TOTAL:			/12	/3	/4	/2	/3	
READ-MOY	Story 3 - Rex (fiction)				/6	/2	/2	/1	/1	141
	Story 4 - Bats (fiction)				/6	/2	/2	/1	/1	
		TOTAL:			/12	/4	/4	/2	/2	
READ-EOY	Story 5 - Bananas (non-fiction)				/6	/1	/2	/2	/1	141
	Story 6 - The School Fair (fiction)				/6	/2	/2	/1	/1	
		TOTAL:			/12	/3	/4	/3	/2	

*Refer to the Intervention Activities Guide (IAG) for activities to provide targeted, small group instruction.

Student: _____

Teacher: _____

Date of Administration:

BOY ____/____/____

MOY ____/____/____

EOY ____/____/____

Start of Beginning-of-Year (BOY) Screening Section

BOY
Start
→Screening Graphophonemic Knowledge
SCR-1 Letter Sound

BOY

	Answer	Letter Name Score (0, 1)	Letter Sound Score (0, 1)
1. U u	U u /u/		
2. G g	G g /g/		
3. E e	E e /e/		
4. Q q	Q q /q/		
5. H h	H h /h/		
6. C c	C c /c/		
7. V v	V v /v/		
8. N n	N n /n/		
9. L l	L l /l/		
10. W w	W w /w/		

TOTAL CORRECT: Letter Name Score
(10 possible) Not Tallyed

Branching Rules

D: 8-10 correct.
Go to SCR-2, page 31.SD: 0-7 correct.
Go to SCR-3, page 32.Screening
SCR-2 Word Reading BOY

	Score (0, 1)
1. name	
2. rice	
3. back	
4. great	
5. police	
6. become	
7. summer	
8. school	
TOTAL CORRECT: (8 possible)	

Branching Rules

D: 4-8 correct.
Go to WR-1, page 43.SD: 0-3 correct.
Go to SCR-3, page 32.Screening Phonemic Awareness
SCR-3 Blending Phonemes BOYRemember, pronounce letter sounds,
not letter names, and say the word
silently to yourself.

Answer	Score (0, 1)
1. /b/ /oo/ /m/	boom
2. /m/ /a/ /ss/	mass
3. /w/ /a/ /ll/	wall
4. /s/ /t/ /oo/ /d/	stood
5. /b/ /l/ /u/ /n/ /t/	blunt
6. /s/ /t/ /r/ /ee/ /t/	street

TOTAL CORRECT:
(6 possible)

Branching Rules

D: 5-6 correct.
Go to WR-1, page 43.SD: 0-4 correct.
Go to PA-1, page 34.

Overall Screening Score

 D SDStudent must be D on Screening 2 OR Screening 3 to be D on the Screening.
Screening 1 does not factor into the decision rule.

End of BOY Screening Section



Screening

SCR-4 Word Reading

EOY

Score (0, 1)	
1. cactus	
2. these	
3. scoot	
4. drink	
5. film	
6. young	
7. know	
8. thank	
9. matter	
10. swing	
11. start	
12. flock	
TOTAL CORRECT: (12 possible)	

Branching Rules

D: 8-12 correct.
Go to WR-1, page 43.

SD: 0-7 correct.
Go to PA-1, page 34.

Overall Screening Score

D SD

Student must score D on this task to be D on the Screening.

End of EOY Screening Section

**Jump-In at MOY and EOY**

Did student complete PA-1 at BOY?

YES: Jump-In with the first PA and GK task on which the student scored SD.

NO: Jump-In with WR-1, page 43.

Inventory Section (BOY, MOY and EOY)

For MOY and EOY: If a student scored SD on a task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.

Inventory

Phonemic Awareness

PA-1 Blending Word Parts

Remember, pronounce letter sounds, not letter names, and say the word silently to yourself first.

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. /s/ /n/ /eak/	sneak			
2. /s/ /p/ /oon/	spoon			
3. /b/ /r/ /i/ /ck/	brick			
4. /sh/ /are/	share			
5. /g/ /l/ /ow/	glow			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to PA-2, page 35.

SD: 0-3 correct.
Go to GK-1, page 38.

Check box if Task is Developed.

This Task no longer needs to be administered.

Inventory

Phonemic Awareness

PA-2 Blending Phonemes

Remember, pronounce letter sounds, not letter names, and say the word silently to yourself first.

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. /r/ /o/ /ck/	rock			
2. /s/ /a/ /ve/	save			
3. /g/ /r/ /a/ /ss/	grass			
4. /b/ /a/ /n/ /d/	band			
5. /c/ /a/ /n/ /d/ /y/	candy			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to PA-3, page 36.

SD: 0-3 correct.
Go to GK-1, page 38.

Check box if Task is Developed.

This Task no longer needs to be administered.

Inventory

Phonemic Awareness

PA-3 Deleting Initial Sounds

Remember, pronounce letter sounds, not letter names, and say the word silently to yourself first.

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. cape without the /c/	ape			
2. fear without the /f/	ear			
3. sold without the /s/	old			
4. meet without the /m/	eat			
5. shawl without the /sh/	all			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to PA-4, page 37.

SD: 0-3 correct.
Go to GK-1, page 38.

Check box if Task is Developed.

This Task no longer needs to be administered.

PA-4 Deleting Final Sounds

Remember, pronounce letter sounds, not letter names, and say the word silently to yourself first.

			Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1.	rode	without the	/d/	row		
2.	fort	without the	/t/	for		
3.	bloom	without the	/m/	blue		
4.	grain	without the	/n/	gray		
5.	stayed	without the	/d/	stay		
TOTAL CORRECT: (5 possible)						

Branching Rules

D: 4-5 correct.
Go to GK-1, page 38.

SD: 0-3 correct.
Go to GK-1, page 38.

Check box if Task is Developed.
This Task no longer needs to be administered.

GK-1 Initial Consonant Substitution

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1.	__og	h		
2.	__og	l		
3.	__ig	p		
4.	__ig	f		
5.	__ad	s		
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to GK-2, page 39.

SD: 0-3 correct.
Go to WR-1, page 43.

Check box if Task is Developed.
This Task no longer needs to be administered.

GK-2 Final Consonant Substitution

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1.	ra__	n		
2.	sa__	d		
3.	sa__	t		
4.	si__	p		
5.	si__	t		
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to GK-3, page 40.

SD: 0-3 correct.
Go to WR-1, page 43.

Check box if Task is Developed.
This Task no longer needs to be administered.

GK-3 Middle Vowel Substitution

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. b__g	a			
2. b__g	o			
3. p__t	a			
4. p__t	i			
5. s__n	u			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to GK-4, page 41.

SD: 0-3 correct.
Go to WR-1, page 43.



Check box if Task
is Developed.

This Task no longer needs
to be administered.

GK-4 Initial Blending Substitution

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. __ag	fl			
2. __ag	br			
3. __ag	sn			
4. __ot	tr			
5. __ot	pl			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to GK-5, page 42.

SD: 0-3 correct.
Go to WR-1, page 43.



Check box if Task
is Developed.

This Task no longer needs
to be administered.

GK-5 Blends in Final Position

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. da__	mp			
2. be__	st			
3. ga__	sp			
4. fe__	lt			
5. re__	st			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to WR-1, page 43.

SD: 0-3 correct.
Go to WR-1, page 43.



Check box if Task
is Developed.

This Task no longer needs
to be administered.

WR-1 Word Reading

Note: Completing the Error Analysis Chart is not necessary for all students. Use the chart as needed to help plan targeted, small group instruction.

Some word errors can be analyzed in different ways. If desired, use the blank column and change column headings and NA boxes to adapt for use with your curriculum.

	BOY	MOY	EOY	Errors	
				Score (0, 1)	Score (0, 1)
Set 1	1. get				
	2. cut				
	3. bump				
	4. gift				
	5. cliff				
	SET 1 TOTAL:				
Set 2	6. bath				
	7. brick				
	8. chat				
	9. shelf				
	10. crash				
	SET 2 TOTAL:				
Set 3	11. sleep				
	12. sky				
	13. drive				
	14. plane				
	15. spray				
	SET 3 TOTAL:				
Set 4	16. about				
	17. brown				
	18. news				
	19. snail				
	20. ploy				
	SET 4 TOTAL:				
Totals	D: 4-5	Set 1			
	SD: 0-3	Set 2			
		Set 3			
		Set 4			
	TOTAL SETS D:				

Phonic Elements						
Mark B, M or E (for Beginning, Middle or End-of-Year) in the appropriate box to indicate where an error occurred.						
Initial Consonant	Final Consonant	Short Vowel	Blend	Long Vowel	Consonant Digraph*	Vowel Digraph or Diphthong**
			NA	NA	NA	NA
			NA	NA	NA	NA
NA				NA	NA	NA
NA				NA	NA	NA
NA				NA	NA	NA
	NA		NA	NA		NA
NA	NA			NA		NA
NA			NA	NA		NA
NA	NA			NA		NA
NA	NA			NA		NA
NA		NA		NA	NA	
NA	NA	NA			NA	NA
NA		NA			NA	NA
NA		NA			NA	NA
NA	NA	NA		NA	NA	
NA			NA	NA	NA	
NA		NA		NA	NA	
		NA	NA	NA	NA	
NA		NA		NA	NA	
NA	NA	NA			NA	NA
/6	/11	/11	/14	/3	/5	/7
/6	/11	/11	/14	/3	/5	/7
/6	/11	/11	/14	/3	/5	/7

*(e.g., *sh, ch, ck*)
***(e.g., *ea, ow*)

Totals	EOY	MOY	BOY	/6	/11	/11	/14	/3	/5	/7
	/6	/11	/11	/14	/3	/5	/7			
	/6	/11	/11	/14	/3	/5	/7			

Branching Rules - Set 1

Branching Rules - Set 2

Branching Rules - Set 3

Branching Rules - Set 4

READ-BOY Story 1 - Tut

Meg has a cat. **STOP if 3 errors in first sentence**

His name is Tut. He is a big, black cat. Tut sits on Meg's lap. He likes it when Meg pets him and rubs his back. Meg has a box on the bed. Tut jumps in the box. "Get out of the box!" Meg says. Tut shuts his eyes. Meg thinks. Tut does not have a bed! "OK, Tut," she says. "The box is your new bed." Meg pets him. Tut purrs.

1 Accuracy Level

Record Number of Errors in Box	Errors
Fru	9 or more errors
Inst	5-8 errors
Ind	0-4 errors

2 Time

Min : Sec	=	Total Seconds
:	=	

3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	× 60 =	Fluency (WCPM)
76	-		=		÷		x 60 =	

The reading rate goal is 60 WCPM by the end of grade 1.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 45.

READ-BOY Story 1 - Tut

Recalling Details

Score (0, 1)

Total

1. Where does Tut sit?

Sample answer: On Meg's lap.

2. What does Tut do with the box on the bed?

Sample answer: Jumps in it.

Linking Details

Score (0, 1)

Total

3. What does Tut do when Meg tells him to get out of the box?

Sample answer: Shuts his eyes; goes to sleep; stays in the box.

4. What does Tut do when Meg pets him?

Sample answer: Purrs.

Inferring Meaning

Score (0, 1)

Total

5. Why do you think Tut purrs?

Sample answer: Meg pets him; he has a new bed; he's happy; he feels good.

Inferring Word Meaning

Score (0, 1)

Total

6. When the story says, "Tut shuts his eyes," what does the word *shuts* mean?

Sample answer: Closes.

Branching Rules

D: 5-6 correct.*
Go to Story 2,
page 46.

SD: 0-4 correct.
Go to Story 2,
page 46.

Reminder: Sample answers are provided as a scoring aid.

Use your judgment to determine if an answer is correct based on the story.

TOTAL CORRECT:
(6 possible)

*Student cannot score D for
Reading Comprehension if the
student listened to the story.

READ-BOY Story 2 - Baseball Game

Pam is so happy. **STOP if 3 errors in first sentence**

Today, she is going to her first baseball game with her dad. First, Pam and Dad look for seats. Then, they sit down next to a lot of people. Pam smells popcorn and hotdogs. The man selling snacks is near Pam and Dad. Dad puts up his hand. The man sees Dad. Dad gets Pam a hotdog and a soda. The game starts. All the people yell and clap. The game begins with the first toss of the baseball. The player misses the ball. On the next throw, the player hits the ball very hard. The crowd shouts, "Homerun!" After the game, Pam says, "This was a super day. I saw my first ball game and first homerun on the same day."

1 Accuracy Level

Record Number of Errors in Box	Errors
Fru	14 or more errors
Inst	8-13 errors
Ind	0-7 errors

2 Time

Min : Sec	=	Total Seconds
:	=	

3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
126	-		=		÷		x 60 =	

The reading rate goal is 60 WCPM by the end of grade 1.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 47.

READ-BOY Story 2 - Baseball Game

Recalling Details

Score (0,1)

Total

1. **What is the first thing Pam and her dad do when they get to the baseball game?**

Sample answer: Look for seats; find their seats.

Linking Details

Score (0,1)

Total

2. **What happens with the first toss of the baseball?**

Sample answer: The player tries to hit the ball, but misses; the player misses the ball.

3. **Why does Pam say, "This was a super day?"**

Sample answer: She saw her first baseball game/homerun; she saw her first game and first homerun on the same day.

Inferring Meaning

Score (0,1)

Total

4. **Why does Dad put up his hand?**

Sample answer: So the man selling food/drinks will see him; to get food/drinks.

Inferring Word Meaning

Score (0,1)

Total

5. **When the story says, "The man selling snacks is *near*," what does the word *near* mean?**

Sample answer: Close; close by; by them.

6. **When the story says, "The crowd *shouts*, 'Homerun!,'" what does the word *shouts* mean?**

Sample answer: Yells; screams.

Branching Rules

D: 5-6 correct.*
End of assessment.

SD: 0-4 correct.
End of assessment.

Reminder: Sample answers are provided as a scoring aid.
Use your judgment to determine if an answer is correct based on the story.

TOTAL CORRECT:
(6 possible)

*Student cannot score D for Reading Comprehension if the student listened to the story.

READ-MOY Story 3 - Rex

Jim came home from school. **STOP if 3 errors in first sentence**

Dad took Jim into the back yard. Jim saw a black dog by the pool. Dad said, "Jim, this is your new dog." Jim felt so happy. Jim said to his new dog, "I will name you Rex. Do you want to play ball, Rex?" Rex ran fast after the ball. He gave it to Jim. Jim and Rex played ball by the pool. Jim tossed the ball. The ball went in the pool. Rex jumped in the pool to get the ball! Rex got all wet. He was soaked with water! He shook and got Jim wet, too.

1 Accuracy Level

	Record Number of Errors in Box	Errors
Fru	12 or more errors	
Inst	7-11 errors	
Ind	0-6 errors	

2 Time

Min : Sec	=	Total Seconds
:	=	

3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
104	-		=		÷		x 60 =	

The reading rate goal is 60 WCPM by the end of grade 1.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 49.

READ-MOY Story 3 - Rex

Recalling Details

1. **What did Jim see by the pool?**

Sample answer: A dog; a black dog; his new dog; Rex.

Score (0,1)

Total

2. **What color is the dog?**

Sample answer: Black.

Linking Details

3. **What happened after Jim came home from school?**

Sample answer: Dad took Jim into the back yard; he saw a black dog; he got a new dog.

Score (0,1)

Total

4. **Why did Jim feel happy?**

Sample answer: His dad gave him a dog; he got a new dog; he wanted a dog.

Inferring Meaning

5. **Why did Dad take Jim into the back yard when he came home?**

Sample answer: To show him his new dog; to show him Rex.

Score (0,1)

Total

Branching Rules

D: 5-6 correct.*
Go to Story 4,
page 50.

SD: 0-4 correct.
Go to Story 4,
page 50.

Reminder: Sample answers are provided as a scoring aid.

Use your judgment to determine if an answer is correct based on the story.

TOTAL CORRECT:
(6 possible)

*Student cannot score D for
Reading Comprehension if the
student listened to the story.

READ-MOY Story 4 - Bats

Bill and his family went camping in the woods last summer. **STOP if 3 errors in first sentence**

That was the first time Bill saw a bat. Kate is Bill's sister. Kate and Bill went looking for wood to help Mom and Dad make a fire. As it got dark, something zoomed right by Bill's head. "Is that a bird or a very big bug?" Bill asked Kate. "No Bill, that is a bat. I saw bats before under the big bridge at home," Kate said. "Oh, no, I'm scared. It will bite me!" Bill said. Kate told Bill all about bats. She said that bats come out at night to eat insects. She told him that most bats are very small. She also said they try to stay away from people. Kate made Bill feel safe. Now Bill knows a bat will not bite him. So now, he's not scared.

1 Accuracy Level

Record Number of Errors in Box	Errors
Fru	16 or more errors
Inst	9-15 errors
Ind	0-8 errors

2 Time

Min : Sec	=	Total Seconds
:	=	

3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
144	-		=		÷		x 60 =	

The reading rate goal is 60 WCPM by the end of grade 1.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 51.

READ-MOY Story 4 - Bats

Recalling Details	Score (0, 1)	Total
1. Who has seen bats before? Sample answer: Kate.		
2. Where has Kate seen bats before? Sample answer: Under the big bridge; at home under the bridge.		

Linking Details	Score (0, 1)	Total
3. What were the kids doing when they saw the bats? Sample answer: Camping; looking for wood.		
4. Why did Kate tell Bill about bats? Sample answer: So he would feel safe; so he wouldn't be scared; to show she knows a lot about bats.		

Inferring Meaning	Score (0, 1)	Total
5. Why shouldn't people be afraid of bats? Sample answer: Bats eat insects/bugs; bats don't eat people; bats are small; they try to stay away from people; they won't hurt you.		

Inferring Word Meaning	Score (0, 1)	Total
6. When the story says, "Bill and his family went camping in the woods," what does the word woods mean? Sample answer: Forest; a bunch of trees; a place to go camping.		

Branching Rules
D: 5-6 correct.* End of assessment.
SD: 0-4 correct. End of assessment.

Reminder: Sample answers are provided as a scoring aid.
Use your judgment to determine if an answer is correct based on the story.

TOTAL CORRECT:
(6 possible)

*Student cannot score D for
Reading Comprehension if the
student listened to the story.

READ-EOY Story 5 - Bananas

Did you know that bananas do not grow on trees? **STOP if 3 errors in first sentence**

Bananas grow on a tall plant that looks like a tree. Most people do not know that bananas are berries. Berries have skin all around them. Bananas have skin all around them, too. Most people peel off the skin before they eat a banana. Bananas are a snack that is good for you. You can buy bananas in the store. Over time, these bananas change from green to brown. The green bananas are not ready to eat. They are not ripe. The yellow bananas are ready to eat. The yellow bananas with just a few brown spots are sweet. You can buy bananas at the store all year long. If you cannot find bananas, it is because people are eating them up!

1 Accuracy Level

Record Number of Errors in Box	Errors
Fru	15 or more errors
Inst	8-14 errors
Ind	0-7 errors

2 Time

Min : Sec	=	Total Seconds
:	=	

3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
132	-		=		÷		x 60 =	

The reading rate goal is 60 WCPM by the end of grade 1.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 53.

READ-EOY Story 5 - Bananas

Recalling Details

Score (0,1)	Total

1. Which bananas are ready to eat?

Sample answer: The yellow bananas; yellow bananas with just a few brown spots.

Linking Details

Score (0,1)	Total

2. How is a banana like other berries?

Sample answer: It has skin all around it just like other berries.

3. Why wouldn't you want to eat a green banana?

Sample answer: They are not ready to eat; they are not ripe; they don't taste good/sweet.

Inferring Meaning

Score (0,1)	Total

4. Why do people peel the skin of the banana before eating it?

Sample answer: You don't eat the peel; it's not the part you usually eat; it wouldn't taste good.

5. Why do many people like the yellow bananas that have only a few brown spots?

Sample answer: They're sweet; they taste good.

Inferring Word Meaning

Score (0,1)	Total

When the story says, "Most people peel off the skin before they eat a banana,"

6. what does the word *peel* mean?

Sample answer: Take off; remove.

Branching Rules

D: 5-6 correct.*
Go to Story 6, page 54.

SD: 0-4 correct.
Go to Story 6, page 54.

Reminder: Sample answers are provided as a scoring aid.
Use your judgment to determine if an answer is correct based on the story.

TOTAL CORRECT:
(6 possible)

*Student cannot score D for Reading Comprehension if the student listened to the story.

READ-EOY Story 6 - The School Fair

Every year, Tom's school has a fair. **STOP if 3 errors in first sentence**

Each class makes food and crafts for the fair. The food and crafts are for sale on tables. The food tables sell many good things to eat, but Tom's favorite treat is cheese popcorn. Mr. Smith, the P.E. teacher, makes the popcorn. Tom likes to watch Mr. Smith pop the corn and melt cheese all over it. It is salty and sticky. Tom loves it. The craft tables sell things the students have made. All year, the students draw, paint or make things out of paper. Then, they sell them to earn money for field trips. Tom always buys gifts for his family at the craft tables. Tom hopes his class can earn money to go to the water park!

1 Accuracy Level

Record Number of Errors in Box	Errors
Fru	14 or more errors
Inst	8-13 errors
Ind	0-7 errors

2 Time

Min : Sec	=	Total Seconds
:	=	

3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
127	-		=		÷		x 60 =	

The reading rate goal is 60 WCPM by the end of grade 1.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 55.

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Recalling Details		Score (0, 1)	Total
1. What does Tom always buy at the craft tables?	Sample answer: Gifts for his family; presents.		
2. What kinds of crafts do students make for the fair?	Sample answer: Drawings; paintings; things made out of paper.		

Linking Details		Score (0, 1)	Total
3. How often does Tom's class make food and crafts for the fair?	Sample answer: Every year; all year.		
4. At the school fair, where can you buy things students have made?	Sample answer: At the craft tables.		

Inferring Meaning		Score (0, 1)	Total
5. What can you do if you get hungry at the school fair?	Sample answer: Get food from one of the food tables; buy food/cheese popcorn.		

Inferring Word Meaning		Score (0, 1)	Total
When the story says, "Tom hopes his class can earn money to go to the water park," 6. what does the word earn mean?	Sample answer: Get; make.		

Reminder: Sample answers are provided as a scoring aid.
Use your judgment to determine if an answer is correct based on the story.

TOTAL CORRECT:
(6 possible)

Branching Rules

D: 5-6 correct.*
End of assessment.

SD: 0-4 correct.
End of assessment.

*Student cannot score D for Reading Comprehension if the student listened to the story.