

TPRI® Student Summary Sheet Kindergarten

Date of Administration:

BOY ____/____/____

MOY ____/____/____

EOY ____/____/____

Student: _____ Teacher: _____

Screening Summary

Overall Screening Score	BOY (D, SD)	EOY (D, SD)
To score Developed (D), the student must score D on both SCR-1 AND SCR-2 at BOY, and SCR-3 AND SCR-4 at EOY.		

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.

Question	BOY	MOY	EOY	IAG Page*
Check a box for each correct response	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Task/Set	Concept Assessed	BOY		MOY		EOY		IAG Page*
		Score	(D, SD)	Score	(D, SD)	Score	(D, SD)	
PA-1	Rhyming							17
PA-2	Blending Word Parts							35
PA-3	Blending Phonemes							39
PA-4	Deleting Initial Sounds							40
PA-5	Deleting Final Sounds							41

D: 4-5 or SD: 0-3

GK	GK-1	Letter Name Identification						48
	GK-2	Letter to Sound Linking						54

D: 20-26 or SD: 0-19

D: 8-10 or SD: 0-7

Word Reading	Set 1	pig, mat, hot, box, pit	(Optional EOY Task)					47
	Set 2	set, rug, cut, flat, step						47

Task	Story	(D, SD)	Total	Recalling Details	Linking Details	Inferring Word Meaning	IAG Page*
READ-BOY	<i>The Day the Prince Lost His Tooth</i>		/6	/2	/3	/1	141
READ-MOY	<i>The Tree House</i>		/6	/3	/2	/1	141
READ-EOY	<i>The Ladybug's Adventure</i>		/6	/3	/2	/1	141

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



Student Record Sheet

Kindergarten

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 /ʊ/		
2. K k	K k /k/		
3. S s	S s /s/		
4. Y y	Y y /y/ /ɪ or ē/		
5. P p	P p /p/		
6. E e	E e /ě/		
7. D d	D d /d/		
8. Z z	Z z /z/		
9. I i	I i /ɪ/		
10. X x	X x /x/		

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

Branching Rules

D: 6-10 correct.
Go to SCR-2, page 13.

SD: 0-5 correct.
Go to SCR-2, page 13.

Screening Phonemic Awareness

SCR-2 Blending Onset-Rimes and Phonemes

BOY

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

	Answer	Score (0, 1)
1. /t/ /ick/	tick	
2. /h/ /ome/	home	
3. /l/ /oud/	loud	
4. /th/ /ink/	think	
5. /pl/ /ay/	play	
6. /st/ /ick/	stick	
7. /b/ /a/ /ck/	back	
8. /m/ /a/ /sh/	mash	

TOTAL CORRECT: (8 possible)

Developed Criteria

D: 4-8 correct.
SD: 0-3 correct.

Branching Rules

Overall Screening Score
Student must be D on both SCR-1 AND ALSO SCR-2 to be D on the Screening.

D
Go to COM-BOY, page 24.

SD
Go to Warm-Up Activity BPA-1 (Optional), page 16, or PA-1, page 17.

End of BOY Screening Section

Start of End-of-Year (EOY) Screening Section



Screening Graphophonemic Knowledge **SCR-3 Letter Sound**

EOY

	Answer	Letter Name Score (0, 1)	Letter Sound Score (0, 1)
1. U u	U u /ʊ/		
2. G g	G g /g/		
3. E e	E e /ě/		
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: (10 possible)		Letter Name Score Not Tallied	

Branching Rules

D: 8-10 correct.
Go to SCR-4, page 15.

SD: 0-7 correct.
Go to SCR-4, page 15.

Screening Phonemic Awareness

SCR-4 Blending Onset-Rimes and Phonemes

EOY

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

	Answer	Score (0, 1)
1. /be/ /low/	below	
2. /th/ /aw/	thaw	
3. /a/ /ft/	aft	
4. /wr/ /ote/	wrote	
5. /sk/ /y/	sky	
6. /n/ /oo/ /n/	noon	
7. /h/ /a/ /pp/ /y/	happy	
8. /m/ /a/ /s/ /t/	mast	
TOTAL CORRECT: (8 possible)		

Developed Criteria

D: 6-8 correct.
SD: 0-5 correct.

Branching Rules

Overall Screening Score
Student must be D on both SCR-3 AND ALSO SCR-4 to be D on the Screening.

D
Go to COM-EOY, page 26.

SD
Go to Warm-Up Activity BPA-1 (Optional), page 16, or PA-1, page 17.

End of EOY Screening Section



Jumping-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 COM-MOY at MOY, page 25.
Jump-In with COM-EOY at EOY, page 26.

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

Warm-Up

BPA-1 Book and Print Awareness (Optional)

	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. If I'm going to read this story, where do I begin to read? Point to where I start reading. Answer: Student points to the first word of the first paragraph.			
2. Show me a sentence. With your finger, point to where it starts and ends. Answer: Student points to the beginning and end of a sentence.			
3. Show me a word. With your finger, point to where the word starts and ends. Answer: Student points to the beginning and end of a word.			
4. Show me a letter. With your finger, point to a letter. Answer: Student points to a letter in a word.			
5. Show me a capital letter. With your finger, point to a capital letter. Answer: Student points to a capital letter.			
Warm-Up Activity Not Tallied			

Branching Rules

Go to PA-1, page 17.

Inventory

Phonemic Awareness

PA-1 Rhyming

Accept real words and nonsense words as long as they rhyme with the stem.

	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. sat cat			
2. dog hog			
3. bug hug			
4. bee key			
5. light sight			
TOTAL CORRECT: (5 possible)			

Branching Rules

D: 4-5 correct.
Go to PA-2, page 18.

SD: 0-3 correct.
Go to PA-2, page 18.

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

Inventory

Phonemic Awareness

PA-2 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. /h/ /ome/	home			
2. /s/ /ock/	sock			
3. /r/ /ack/	rack			
4. /d/ /ish/	dish			
5. /t/ /oy/	toy			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to PA-3, page 19.

SD: 0-3 correct.
Go to GK-1, page 22.

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

PA-3 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. /f/ /ee/ /t/	feet			
2. /m/ /i/ /ce/	mice			
3. /s/ /ee/ /d/	seed			
4. /sh/ /o/ /p/	shop			
5. /s/ /igh/ /t/	sight			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to PA-4, page 20.

SD: 0-3 correct.
Go to GK-1, page 22.

Check box if Task is Developed.

This Task no longer needs to be administered.

PA-4 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. pout without the /p/	out			
2. near without the /n/	ear			
3. same without the /s/	aim			
4. rice without the /r/	ice			
5. hand without the /h/	and			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to PA-5, page 21.

SD: 0-3 correct.
Go to GK-1, page 22.

Check box if Task is Developed.

This Task no longer needs to be administered.

PA-5 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. meat without the /t/	me			
2. mice without the /s/	my			
3. beam without the /m/	bee			
4. cart without the /t/	car			
5. beat without the /t/	bee			
TOTAL CORRECT: (5 possible)				

Branching Rules

D: 4-5 correct.
Go to GK-1, page 22.

SD: 0-3 correct.
Go to GK-1, page 22.

Check box if Task is Developed.

This Task no longer needs to be administered.

	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. T t			
2. E e			
3. N n			
4. B b			
5. G g			
6. K k			
7. J j			
8. P p			
9. I i			
10. C c			
11. R r			
12. V v			
13. M m			
SUBTOTAL: (13 possible)			

	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
14. U u			
15. W w			
16. H h			
17. D d			
18. L l			
19. A a			
20. Z z			
21. Y y			
22. Q q			
23. F f			
24. O o			
25. X x			
26. S s			
SUBTOTAL: (13 possible)			

	BOY	MOY	EOY
TOTAL CORRECT: (26 possible)			

Branching Rules

D: 20-26 correct.
Go to GK-2, page 23.

SD: 0-19 correct.
Go to COM-BOY, page 24, at BOY.
Go to COM-MOY, page 25, at MOY.
Go to COM-EOY, page 26, at EOY.

Check box if Task is Developed.

This Task no longer needs to be administered.

	Answer	BOY Score (0, 1)	MOY Score (0, 1)	EOY Score (0, 1)
1. funny f s t	/f/ f			
2. mother n m t	/m/ m			
3. long r h l	/l/ l			
4. zoo p r z	/z/ z			
5. puppy p b h	/p/ p			
TOTAL CORRECT: (10 possible)				

Branching Rules

D: 8-10 correct.
OR

SD: 0-7 correct.

Go to COM-BOY, page 24, at BOY.
Go to COM-MOY, page 25, at MOY.
Go to COM-EOY, page 26, at EOY.

Check box if Task is Developed.

This Task no longer needs to be administered.

Listening Comprehension

The Day the Prince Lost His Tooth

Recalling Details	Score (0, 1)
1. How many rules did Anthony have? Sample answer: One; one rule.	
2. When Anthony fell, what hit the ground first? Sample answer: His tooth.	

Linking Details	Score (0, 1)
3. What was the one rule Anthony was supposed to follow? Sample answer: He was not supposed to run in the castle.	
4. What made Anthony fall? Sample answer: A rug; he tripped on a rug.	
5. What happened to Anthony after he caught his toe on the rug? Sample answer: He crashed to the floor; he tripped; hit his tooth; broke his tooth.	

Inferring Word Meaning	Score (0, 1)
6. When the story says Anthony could "trip on a great rug" and crack his head, what does the word <i>trip</i> mean? Sample answer: Fall; catch your foot; kick your foot on something; fall on a rug.	

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.

Listening Comprehension

The Tree House

Recalling Details	Score (0, 1)
1. What had Ryan and his sister always wanted? Sample answer: A tree house.	
2. Where did Dad build the tree house? Sample answer: In the backyard.	
3. What did Ryan and his sister take with them when they climbed up to their tree house or special fort? Sample answer: Snacks and toys.	

Linking Details	Score (0, 1)
4. What was Ryan afraid to do at first? Sample answer: Climb the ladder; go up into the tree house.	
5. Why was Ryan afraid to climb up to the tree house at first? Sample answer: The tree house seemed so high; he was afraid he would fall and hurt himself.	

Inferring Word Meaning	Score (0, 1)
6. When the story says, Ryan and his sister "climb up the tree," what does the word <i>climb</i> mean? Sample answer: Go up.	

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.

The Ladybug's Adventure

Recalling Details	Score (0, 1)
1. What is the name of the ladybug in the story? Sample answer: Sally.	
2. What did Sally love to do? Sample answer: Fly; feel the wind as she moved through the air.	
3. Who was happy to see Sally? Sample answer: Her family.	

Linking Details	Score (0, 1)
4. Why did Sally feel scared? Sample answer: It was dark; she couldn't see; she had to spend the night away from home; she missed her family.	
5. How did Sally's family feel when Sally was gone? Sample answer: Worried; they thought something happened to her.	

Inferring Word Meaning	Score (0, 1)
6. When the story says, Sally's family "had been worried," what does the word worried mean? Sample answer: They didn't know what happened to her; they thought she was hurt.	

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.
OR
SD: 0-4 correct.
End of assessment.
OR
Go to WR-1
(Optional), page 27.

WR-1 Word Reading (Optional)

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

	BOY	MOY	EOY	Errors		
	Score (0, 1)	Score (0, 1)	Score (0, 1)	Record Incorrect Answer		
1. pig						
2. mat						
3. hot						
4. box						
5. pit						

Set 1	6. set							
	7. rug							
	8. cut							
	9. flat							
Set 2	10. step							

Phonic Elements							
Mark the appropriate box to indicate where an error occurred.							
Initial Consonant	Final Consonant	Short a	Short e	Short i	Short o	Short u	Blend
		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

Optional Error Analysis

Branching Rules - Set 1	Branching Rules - Set 2	Totals	EOY	MOY	BOY				
If student is successful on Set 1: Administer Set 2.	End of assessment.		/8	/10	/2	/2	/2	/2	/2