







# TPRI Branching Rules At-A-Glance 2nd Grade




The Branching Rules that guide you through the Screening and Inventory Sections attempt to lead students to tasks that will provide the most relevant information about specific instructional needs. Following the Branching Rules is essential to ensure students are not over-tested or under tested, and that assessment time is spent on tasks that will be most helpful in planning effective instruction for each student. With sufficient time, teachers may assess any tasks for a more comprehensive view of students' skill proficiency.

| TPRI 2nd  |       | Color Coded Guide  | BOY (Wave 1), MOY (Wave 2), EOY (Wave 3)                        | D: Developed<br>SD: Still Developing   |
|---|-------|--|---|--|
| Screening   |       |  | Branching Rules   |  |
| Screening Section   | SCR-1 | Word Reading<br><i>(start here BOY)</i>                          | D: 9-12 correct . Go to GK-1 Graphophonemic Knowledge-Spelling. | <br><b>Beginning-of-Year (BOY)</b><br>Start with SCR-1, |
|   |       |  | SD: 0-8 correct . Go to GK-1 Graphophonemic Knowledge-Spelling. |  |
| Inventory   |       |  | Branching Rules   |  |
| Graphophonemic Knowledge  | GK-1  | Graphophonemic Knowledge Spelling<br><i>(start here MOY/EOY)</i> | Set 1   | <br><b>Middle-of-Year (MOY)</b><br>Start with GK-1,     |
|   |       |  | D: 4-5 correct . * Administer Set 2.                            |  |
|   |       |  | SD: 0-3 correct . Administer Set 2.                             |  |
|   |       |  | Set 2   | <br><b>End-of-Year (EOY)</b><br>Start with GK-1,      |
|   |       |  | D: 4-5 correct . * Administer Set 3.                            |  |
|   |       |  | SD: 0-3 correct . Administer Set 3.                             |  |
|   |       |  | Set 3   |  |
|   |       |  | D: 4-5 correct . * Administer Set 4.                            |  |
|   |       |  | SD: 0-3 correct . Administer Set 4.                             |  |
|   |       |  | Set 4   |  |
|   |       | D: 4-5 correct . * Go to WR-1 Word Reading.                      |   |  |
|   |       | SD: 0-3 correct . Go to WR-1 Word Reading.                       |   |  |
| <p><i>* Once the student scores D on a set, that set no longer needs to be administered at MOY or EOY. Since the Spelling test is designed as a group-administered task, in most cases, it will be administered to all students at MOY and EOY, regardless of their performance during earlier administrations.</i></p> |       |  |   |  |

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|              |      |              |   |   |   |  |   |
|--------------|------|--------------|---|---|---|--|---|
| Word Reading | WR-1 | Word Reading |   | <b>Set 1</b>                              | D: 4-5 correct.* Administer Set 2.        | <b>D: Developed</b><br><b>SD: Still Developing</b> |   |
|              |      |              |   |   | SD: 1-3 correct. Administer Set 2.        |  |   |
|              |      |              |   | <b>OR</b>                                 |   |  |  |
|              |      |              |   |   | SD: 0 correct.                            |  | <b>Beginning-of-Year (BOY)</b><br>Start with SCR-1,                                 |
|              |      |              |   |   | Go to READ-BOY Story 1 Rosa's New Friend. |  |   |
|              |      |              |   |   | Go to READ-MOY Story 3 Spring Break.      |  |   |
|              |      |              |   |   | Go to READ-EOY Story 5 Firefighter.       |  |   |
|              |      |              |   | <b>Set 2</b>                              |   |  |  |
|              |      |              |   |   | D: 4-5 correct.* Administer Set 3.        |  | <b>Middle-of-Year (MOY)</b><br>Start with GK-1,                                     |
|              |      |              |   |   | SD: 0-3 correct. Administer Set 3.        |  |   |
|              |      |              |   | <b>Set 3</b>                              |   |  |   |
|              |      |              |   |   | D: 4-5 correct.* Administer Set 4.        |  |  |
|              |      |              |   |   | SD: 0-3 correct. Administer Set 4.        |  |   |
|              |      |              |   | <b>Set 4</b>                              |   |  | <b>End-of-Year (EOY)</b><br>Start with GK-1,  |
|              |      |              |   |   | D: 4-5 correct.*                          |  |   |
|              |      |              |   |   | Go to READ-BOY Story 1 Rosa's New Friend. |  |   |
|              |      |              |   |   | Go to READ-MOY Story 3 Spring Break.      |  |   |
|              |      |              |   |   | Go to READ-EOY Story 5 Firefighter.       |  |   |
|              |      |              | <b>OR</b>   |   |   |  |   |
|              |      |              |   | SD: 0-3 correct                           |   |  |   |
|              |      |              |   | Go to READ-BOY Story 1 Rosa's New Friend. |   |  |   |
|              |      |              |   | Go to READ-MOY Story 3 Spring Break.      |   |  |   |
|              |      |              |   | Go to READ-EOY Story 5 Firefighter.       |   |  |   |
|              |      |              | <i>* Once the student scores D on a set, that set no longer needs to be administered at MOY or EOY.</i> |   |   |  |   |

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|         |      |              |  |  |
|---------|------|--------------|--|--|
| Reading | READ | BOY (Wave 1) | <p><b>Story 1 - Rosa's New Friend</b><br/>D: 5-6 correct.* Go to Story 2 Skateboard!<br/>SD: 0-4 correct. Go to Story 2 Skateboard!</p>            | <p><b>D: Developed</b><br/><b>SD: Still Developing</b></p> <p><br/><b>Beginning-of-Year (BOY)</b><br/>Start with SCR-1,</p>   |
|         |      |              | <p><b>Story 2 - Skateboard!</b><br/>D: 5-6 correct.* End of assessment.<br/>SD: 0-4 correct. End of assessment.</p>                                |  |
|         |      |              | <p><i>*Student cannot score D for Reading Comprehension if the student listened to the story.</i></p>  |  |
|         |      |              |  |  |
|         | READ | MOY (Wave 2) | <p><b>Story 3 - Spring Break</b><br/>D: 5-6 correct.* Go to Story 4 Meat-Eating Plants.<br/>SD: 0-4 correct. Go to Story 4 Meat-Eating Plants.</p> | <p><br/><b>Middle-of-Year (MOY)</b><br/>Start with GK-1,</p> <p><br/><b>End-of-Year (EOY)</b><br/>Start with GK-1,</p> |
|         |      |              | <p><b>Story 4 - Meat-Eating Plants</b><br/>D: 5-6 correct.* End of assessment.<br/>SD: 0-4 correct. End of assessment.</p>                         |  |
|         |      |              | <p><i>*Student cannot score D for Reading Comprehension if the student listened to the story.</i></p>  |  |
|         |      |              |  |  |
|         | READ | EOY (Wave 3) | <p><b>Story 5- Firefighter</b><br/>D: 5-6 correct.* Go to Story 6 Sharks.<br/>SD: 0-4 correct. Go to Story 6 Sharks.</p>                           |  |
|         |      |              | <p><b>Story 6 - Sharks</b><br/>D: 5-6 correct.* End of assessment.<br/>SD: 0-4 correct. End of assessment.</p>                                     |  |
|         |      |              | <p><i>*Student cannot score D for Reading Comprehension if the student listened to the story.</i></p>  |  |
|         |      |              |  |  |

Students who do well on the screening should not be expected to be D on all of the inventory tasks. The screening provides a quick way to identify students who may be struggling readers. However, scoring D on the screening does not mean that students have mastered the skills assessed on the inventory. Scoring D on the screening simply suggests that students will be receptive to effective instruction and should not require intervention in order to end the year performing at or above grade level.