



Sample TPRI Criteria for Placement in Tier 2

The TPRI team has received requests for guidance in using scores from the 2010 TPRI to identify students who may require instructional intervention (“at risk” students). The “Sample TPRI Criteria for Placement in Tier 2” provided on the next page may be used as the sole identifier of students needing additional instruction, may be modified, and may be used in conjunction with other district criteria. The ultimate decision for Tier designation is a district decision based on the needs of students in the district, and the resources available to provide intervention.

The criteria provided here for identification of “Tier 2” or “at risk” students will not perfectly match the needs of all schools. For some schools, these criteria will identify more students than can be served by their existing intervention programs. In other schools, intervention programs will be able to serve more students than are identified by the criteria. These criteria can be adapted to better match the number and type of students identified with the intervention programs you provide.

Regardless of whether you use the criteria here, or modify these criteria, some students will be classified incorrectly. When classifying students using any criteria, four results are possible:

- (1) students who are truly not at risk are correctly classified as not at risk;
- (2) students who are truly at risk are correctly classified as being at risk;
- (3) students who are truly not at risk are incorrectly classified as being at risk;
- (4) students who are truly at risk are incorrectly classified as being not at risk.

In a perfect world, all decisions would fall into either (1) or (2) above. However, accepting that some errors in classification will occur, the errors described in (3) are preferable to the errors described in (4). When students who are not at risk are incorrectly classified as being at risk, the result is that they receive extra support. However, when students who are at risk are incorrectly classified as being not at risk, it means we may fail to provide them the assistance they require in order to be successful. As schools finalize their criteria, remember that the goal is to set criteria that will make it less likely that any student will “fall through the cracks” and miss important early reading instruction.

As part of the on-going development of the TPRI, we use rigorous scientific method to validate our assessment instrument, and to provide educators with easy to use guidelines to best interpret assessment results. We continue to collect and analyze TPRI data to provide schools with the most accurate, useful and up-to-date information about the performance of their students.

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2010 – 2014 edition

GRADE	TIME	CRITERIA FOR STUDENT PLACEMENT IN TIER 2
KINDER	BOY	1. Still Developing (SD) on TPRI Kindergarten BOY Screening
	MOY	1. Use informal assessments, progress monitoring results and teacher judgment erring on the side of caution
	EOY	1. Still Developing (SD) on TPRI Kindergarten EOY Screening
GRADE 1	BOY	1. Still Developing (SD) on TPRI Grade 1 BOY Screening
	MOY	1. Frustrational on Story 3 OR Story 4 OR 2. An average fluency score of less than 40 WCPM
	EOY	1. Still Developing (SD) on TPRI Grade 1 EOY Screening OR 2. Frustrational on Story 5 OR Story 6 OR 3. An average fluency score of less than 60 WCPM.
GRADE 2	BOY	1. Still Developing (SD) on TPRI Grade 2 Screening OR 2. Frustrational on Story 1 OR Story 2
	MOY	1. Frustrational on Story 3 OR Story 4 OR 2. An average fluency score of less than 75 WCPM
	EOY	1. Frustrational on Story 5 OR Story 6 OR 2. An average fluency score of less than 90 WCPM
GRADE 3	BOY	1. Still Developing (SD) on TPRI Grade 3 Screening OR 2. Frustrational on Story 1 OR Story 2
	MOY	1. Frustrational on Story 3 OR Story 4 OR 2. An average fluency score of less than 100 WCPM
	EOY	1. Failing TAKS