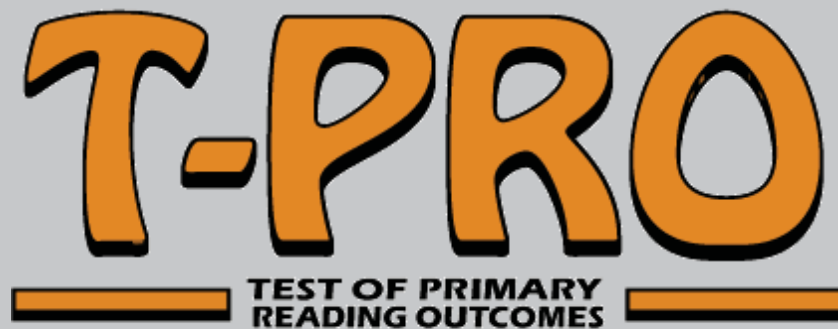


Kentucky Read to Achieve  
Training Preparation Series: T-PRO Basics  
TRAINER GUIDE

FALL 2008



**Center for Innovation in Assessment**  
Smith Research Center, Suite 150  
2805 East Tenth Street  
Bloomington, Indiana 47408-2698



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## CONTACT INFORMATION

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### **PROFESSIONAL DEVELOPMENT MANAGER**

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### **T-PRO WEB SITES**

#### **General Information about T-PRO**

[http://cia.indiana.edu/assessments\\_T-PRO.htm](http://cia.indiana.edu/assessments_T-PRO.htm)

#### **T-PRO Online Resources**

[http://cia.indiana.edu/T-PRO\\_resources.htm](http://cia.indiana.edu/T-PRO_resources.htm)

#### **PRO-Reports Site**

<https://tpro.cia.indiana.edu/> (available mid-late September 2008)

### **READ TO ACHIEVE GRANT COORDINATORS**

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## IMPORTANT DATES

<b>Task</b>	<b>Date</b>
Materials Shipped to Schools By	September 5
T-PRO Basics Workshop	September 8 - 11
Fall Testing Window	September 17 - October 1
Deadline for Returning Student Materials	October 6
Using PRO-Reports to Drive Instruction Workshop	October 20 - 23
Scores and Reports Available Online By*	October 24
Scores Postmarked to School By	October 31
Spring Testing Window	April 20 - May 1

\*May be available online through the PRO-Reports Pnline System in Advance of this date. Schoolc will be notified of the availability of scores for download as soon as they are made available.

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## T-PRO TRAINING PREPARATION SERIES

The T-PRO Training Preparation Series consists of three sets of training workshops:

- **T-PRO Testing Basics:** This first workshop will instruct trainers in getting teachers ready for the Diagnostic administration of the Test of Primary Reading Outcomes (T-PRO). Fundamental tasks associated with the preparation of T-PRO materials for administration and shipment of completed student booklets will also be addressed.
- **Using PRO-Reports to Drive Instruction:** This workshop, conducted in mid-October will assist Data Coordinators and RTA Intervention Teachers in accessing PRO-Reports and understanding the benefits of each PRO-Report. Furthermore, participants will explore how the reports can be used to make essential interventions to address student needs and shape whole-group instruction to benefit classrooms overall. Participants can then use this information to instruct classroom teachers in the interpretation and application of T-PRO data either individually or in a more formal training session.
- **Measuring Progress with PRO-Reports:** This final workshop, offered in Spring 2009, will allow participants to compare Diagnostic assessment data to Outcomes assessment data and evaluate the implications of those results. Suggestions on the most effective use of the data will be explored.

The T-PRO Training Preparation Series has three main objectives:

- **Equip RTA Intervention Teachers and Data Coordinators** with the information and tools they will need to train teachers in the administration of the Test of Primary Reading Outcomes (T-PRO);
- **Instruct RTA Intervention Teachers and Data Coordinators** in the preparation of T-PRO materials, the confirmation/input of data, the access and benefits of PRO-Reports, and the interpretation of data for instructional purposes; and
- **Provide an open forum** for RTA Intervention Teachers and Data Coordinators to ask questions, address concerns, and gather information about T-PRO and the PRO-Reports System.

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## **T-PRO BASICS INFORMATION**

This trainer guide provides basic information about the T-PRO testing process, an outline to assist schools in preparing for school-level training, and Teacher Tools to assist teachers in the administration of the Diagnostic Administration of T-PRO. A list of helpful resources at the end of the guide will lead trainers to additional tools available on the Center for Innovation in Assessment Web site.

### **Pre-Administration Tasks**

#### **RTA Intervention Teacher and Data Coordinator**

1. Attend T-PRO Trainer Preparation Series Workshop: T-PRO Testing Basics.
2. Meet with RTA team leaders to discuss how the Pre-Administration Tasks should most effectively be assigned for your school.
3. Maintain security of T-PRO by developing procedures for storage of student booklets before, during, and after the administration of the assessment.
4. Attach barcoded Student Labels to front of student booklets and distribute materials to teachers.
5. Train teachers to administer T-PRO.
6. Fill out training evaluation form available through a link on the T-PRO Web site.
7. Gather and send test booklets back to the Center for Innovation in Assessment.

#### **Classroom Teachers\***

1. Attend school training session(s).
2. Fill out paper training evaluation form provided at training session (as directed by trainer).
3. Bubble student information into booklets for any incorrect student labels and ALL new students.
4. Administer T-PRO to all students.
5. Gather completed student materials and any blank student booklets and give to RTA Intervention Teacher to ship back to the Center for Innovation in Assessment.

\*Any Classroom Teacher tasks may be completed by RTA Intervention Teachers or Data Coordinators depending on school needs.

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## SCHOOL-LEVEL TRAINING OUTLINE

### Preparation for training

1. Download and review the appropriate T-PRO Presentation on the T-PRO Resources Web site ([http://cia.indiana.edu/T-PRO\\_resources.htm](http://cia.indiana.edu/T-PRO_resources.htm)).
2. Make decisions about who will assume school level tasks for your school. Make any changes necessary to the training presentation to customize it for your school.
3. You may want to print a handout of the presentation that allows you to write notes for each slide to guide you through the training. You may also print a handout of the training presentation for participants.
4. Make copies of any of the handouts available for training purposes by downloading them on the T-PRO Resources Web site or by using the Teacher Tools in this guide.
5. If using training evaluations for teachers, print out enough evaluation forms for each participant. A sample evaluation form is available on the T-PRO Resources Web site.
6. Have copies of T-PRO available for reference purposes.
7. Maintain security of T-PRO by developing procedures for storage of student booklets before, during, and after the administration of the assessment.

### During the training

1. Allow the presentation to guide you through the training.
2. Encourage participants to ask questions.
3. Guide teachers to available resources either by giving them the T-PRO Additional Resources handout or by showing them the resources available on the T-PRO Resources Web site.
4. You may wish to allow teachers to practice administering and scoring the individually-administered portions of the assessment. Refer to the Administration Outline in this training guide for an outline of how parts of the assessment are administered at each grade level.
5. Inform teachers about future training dates and topics. Include information about Tutorials and Webinars available via the T-PRO Resources Web site.

### After the training

1. You may choose to have participants fill out a paper evaluation form so that you have feedback about the training. There is a sample one available on the T-PRO Resources Web site or you may wish to create your own.
2. We ask that all trainers complete an online evaluation to help us better prepare you for the next training session. It can be accessed on the T-PRO Resources Web site.
3. Feel free to refer teachers to the T-PRO Resources Web site or offer them contact information so they might ask questions about the use of T-PRO. We have a trained client services department that will assist classroom teachers, Data Coordinators, and RTA Intervention Teachers with their questions and concerns. You can contact us via email at [TPRO@indiana.edu](mailto:TPRO@indiana.edu) or by calling 1-866-936-6949.





**T-PRO BASICS**  
**TEACHER TOOLS**



## Kindergarten Materials (Red Booklets)

### Each kindergarten teacher should receive:

- One *T-PRO Kindergarten Student Test Booklet (Diagnostic)* for each student in the classroom
- One *T-PRO Student/Parent Information Guides* for each family in the school
- One *T-PRO Kindergarten Teacher Manual (Diagnostic)*
- One set of barcoded Student Information Labels

<b>T-PRO Kindergarten Assessment Administration Outline</b>			
<b>Section</b>	<b>Skills Assessed</b>	<b>Number of Items</b>	<b>Method of Administration</b>
Phonemic Awareness	Auditory Discrimination Rhyming Phoneme Blending Initial Phonemes Final Phonemes	20	Individually
Early Literacy	Print Awareness Letter Recognition	17	Small Groups
Phonics	Letter-Sound Recognition Beginning Sounds Ending Sounds	23	Small Groups
Vocabulary	Word Concepts Word Recognition Picture-Word Matching	17	Small Groups
Comprehension	Listening (Sentences) Listening (Passages) Reading (Sentences)	18	Small Groups

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## Tips for Administering Group Assessments to Kindergarten Students

### Test Format:

- Show students often how to follow the items on the page. (Start on the left hand page...go *DOWN* the page...choose an answer from *THIS* row.)
- Explain the general procedure of the test and emphasize that they are not expected to complete the entire booklet in one sitting. Spread the test over a few days. Allow about 20-30 minutes for each testing time.
- Spend as much time as you need on the Sample to explain what the students are supposed to do and confirm that they understand.
- Show students how to correctly choose their answers by completely blackening only one bubble per question using a softlead pencil. Explain that if they wish to change their answers, they must completely erase their previous choices.
- Have students check for and erase any stray pencil marks on the pages before turning in booklets each day.

### Assessment Privacy

Most kindergartners may not understand the concept of keeping their eyes on their own booklets or their answers to themselves. Here are some tips to discourage students from sharing answers:

- Explain to students that it is important for you to know what *they* think the answer should be even if they have to guess. Tell them that they should not share their answers with others. Tell them that there will be times when they will be allowed to share their answers (the samples), but you will tell them each time whether it's a sharing time or a time to keep their answers quiet. Remind them before you begin each section and any time a student attempts to shout out an answer.
- Prepare "offices" out of manila folders or by having students opening large books.
- Space students as far apart as you can.

### Small Groups

- Have students take the assessment in groups of 4-5 students. The largest group suggested is six students.
- It is best to have an aide, parent helper, or other assistant monitor activities of the other students while the test is administered. Only trained, certified teachers should assist with the administration of the assessment.
- Work with small groups in a quiet part of the classroom or outside the classroom, if possible.

## SUGGESTED SCHEDULE FOR ADMINISTRATION OF T-PRO: HALF DAY KINDERGARTEN

WEEK ONE				
Day One	Day Two	Day Three	Day Four	Day Five
<p><b>Early Literacy &amp; General Instructions*</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p><b>Early Literacy &amp; General Instructions*</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p><b>Phonics</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p><b>Phonics</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p><b>Vocabulary</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>
<p><b>Phonemic Awareness</b> (12 - 15 min. per student)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness</b> (12 - 15 min. per student)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness</b> (12 - 15 min. per student)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness</b> (12 - 15 min. per student)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness</b> (12 - 15 min. per student)</p> <p>Individually (2 - 3 students)</p>

WEEK TWO				
Day Six	Day Seven	Day Eight	Day Nine	Day Ten
<p><b>Vocabulary</b> (20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p><b>Comprehension</b> (20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p><b>Comprehension</b> (20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p><b>Phonemic Awareness</b>  (12 - 15 min. per group)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness</b>  (12 - 15 min. per group)</p> <p>Individually (2 - 3 students)</p>
<p><b>Phonemic Awareness</b> (12 - 15 min. per student)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness</b> (12 - 15 min. per student)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness</b> (12 - 15 min. per student)</p> <p>Individually (2 - 3 students)</p>		

\*Spend some extra time during the first day to familiarize students with the format of the test and emphasize the importance of doing their own work as suggested in the Administration Tips.

## SUGGESTED SCHEDULE FOR ADMINISTRATION OF T-PRO: FULL DAY KINDERGARTEN

Day One	Day Two	Day Three	Day Four	Day Five - Day Seven
<p style="text-align: center;"><b>Early Literacy &amp; General Instructions</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p style="text-align: center;"><b>Phonics</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p style="text-align: center;"><b>Comprehension</b></p> <p>(20 - 30 min. per group)</p> <p>Small Groups (2 - 3 groups)</p>	<p style="text-align: center;"><b>Phonemic Awareness</b></p> <p>(12 - 15 min. per student)</p> <p>Individually (6 - 8 students per day)</p>
<p style="text-align: center;"><b>Phonemic Awareness</b></p> <p>(12 - 15 min. per student)</p> <p>Individually (1 - 2 students)</p>	<p style="text-align: center;"><b>Phonemic Awareness</b></p> <p>(12 - 15 min. per student)</p> <p>Individually (1 - 2 students)</p>	<p style="text-align: center;"><b>Phonemic Awareness</b></p> <p>(12 - 15 min. per student)</p> <p>Individually (1 - 2 students)</p>	<p style="text-align: center;"><b>Phonemic Awareness</b></p> <p>(12 - 15 min. per student)</p> <p>Individually (1 - 2 students)</p>	

\*Spend some extra time during the first day to familiarize students with the format of the test and emphasize the importance of doing their own work as suggested in the Administration Tips.





## First Grade Materials (Green Booklets)

### Each First Grade teacher should receive:

- One *T-PRO First Grade Student Test Booklet (Diagnostic)* for each student in the classroom
- One *T-PRO Student/Parent Information Guides* for each family in the school
- Two *Fluency/Oral Reading Proficiency Story Cards*
- One *T-PRO First Grade Teacher Manual (Diagnostic)*
- One set of barcoded Student Information Labels

<b>T-PRO First Grade Assessment Administration Outline</b>			
<b>Section</b>	<b>Skills Assessed</b>	<b>Number of Items</b>	<b>Method of Administration</b>
Phonemic Awareness	Medial Phonemes Phoneme Segmentation	8	Individually Administered
	Rhyming Initial Phonemes Final Phonemes	14	Small Groups
Phonics	Beginning Sounds Ending Sounds Medial Sounds Vowel Sounds	24	Small Groups
Vocabulary	Word Recognition Words in Context Word Categories Contractions	22	Small Groups
Comprehension	Reading (Sentences) Reading (Passages)	24	Small Groups
Fluency/Oral Reading Proficiency	One Story:		Individually Administered
	ORF Comprehension	5 items	
	Fluency Rate (WCPM)	Max 8 Points	
	Fluency Behaviors (Rubric)	Max 8 Points	

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## Tips for Administering Group Assessments to First Grade Students

### Test Format:

- Show students often how to follow the items on the page. (Start on the left hand page...go DOWN the page...choose an answer from THIS row.)
- Explain the general procedure of the test and emphasize that they are not expected to complete the entire booklet in one sitting. Spread the test over a few days. Allow about 30 minutes for each testing time.
- Spend as much time as you need on the Sample to explain what the students are supposed to do and confirm that they understand.
- Show students how to correctly choose their answers by completely blackening only one bubble per question using a softlead pencil. Explain that if they wish to change their answers, they must completely erase their previous choices.
- Have students check for and erase any stray pencil marks on the pages before turning in booklets each day.

### Assessment Privacy

Many first grade students may not understand the concept of keeping their eyes on their own booklets or their answers to themselves. Here are some tips to discourage students from sharing answers:

- Explain to students that it is important for you to know what *they* think the answer should be even if they have to guess. Tell them that they should not share their answers with others. Tell them that there will be times when they will be allowed to share their answers (the samples), but you will tell them each time whether it's a sharing time or a time to keep their answers quiet. Remind them before you begin each section and any time a student attempts to shout out an answer.
- Prepare "offices" out of manila folders or by having students opening large books.
- Space students as far apart as you can. Move any students who may become problematic to an area away from other students (next to teacher's desk, near a wall, etc.)

### Group Testing

- Most of the assessment can be administered in a group setting. Choose group sizes that most appropriately meet your classroom needs. Refer to the Administration Outline to identify sections that should be administered individually.
- If necessary, you may choose to have an aide, parent helper, or other assistant monitor activities of the other students while you take small groups of test-takers to another room.
- Only trained, certified teachers should assist with the administration of the assessment.

## SUGGESTED SCHEDULE FOR ADMINISTRATION OF T-PRO: FIRST GRADE

Day One	Day Two	Day Three	Day Four	Day Five - Day Eight
<p><b>Phonemic Awareness:</b> Rhyming Initial Phonemes Final Phonemes</p> <p>(15 - 25 min.)</p> <p>Small Groups</p>	<p><b>Phonics</b></p> <p>(20 - 30 min.)</p> <p>Small Groups</p>	<p><b>Vocabulary</b></p> <p>(20 - 30 min.)</p> <p>Small Groups</p>	<p><b>Comprehension</b></p> <p>(30 - 40 min.)</p> <p>Small Groups</p>	<p><b>Oral Reading Proficiency</b></p> <p>(5 - 10 min. per student)</p> <p>Individually &amp; Scoring (6 - 8 students per day)</p>
<p><b>Phonemic Awareness:</b> Medial Phonemes Phoneme Segmentation</p> <p>(5 - 10 min. per student)</p> <p>Individually (3 - 4 students)</p>	<p><b>Phonemic Awareness:</b> Medial Phonemes Phoneme Segmentation</p> <p>(5 - 10 min. per student)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness:</b> Medial Phonemes Phoneme Segmentation</p> <p>(5 - 10 min. per student)</p> <p>Individually (2 - 3 students)</p>	<p><b>Phonemic Awareness:</b> Medial Phonemes Phoneme Segmentation</p> <p>(5 - 10 min. per student)</p> <p>Individually (1 - 2 students)</p>	<p><b>Phonemic Awareness:</b> Medial Phonemes Phoneme Segmentation</p> <p>(5 - 10 min. per student)</p> <p>Individually (4 - 5 students per day)</p>



## Second Grade Materials (Blue Booklets)

### Each Second Grade teacher should receive:

- One *T-PRO Second Grade Student Test Booklet (Diagnostic)* per student in the classroom
- One *T-PRO Student/Parent Information Guides* for each family in the school
- Two *Fluency/Oral Reading Proficiency Story Cards*
- One *T-PRO Second Grade Teacher Manual (Diagnostic)*
- One set of barcoded Student Information Labels

<b>T-PRO Second Grade Assessment Administration Outline</b>			
<b>Section</b>	<b>Skills Assessed</b>	<b>Number of Items</b>	<b>Method of Administration</b>
Phonemic Awareness	Phoneme Deletion Phoneme Substitution	10	Individually Administered
	Syllables	5	Group*
Phonics	Beginning Sounds Ending Sounds Vowel Sounds	23	Group*
Vocabulary	Synonyms Antonyms Word Study Compounds Vocabulary in Context	27	Group*
Comprehension	Reading (Passages)—6 Passages	28	Group*
Fluency/Oral Reading Proficiency	One Story:		Individually Administered
	ORF Comprehension	5 Items	
	Fluency Rate (WCPM)	Max. 8 Points	
	Fluency Behavior (Rubric)	Max. 8 Points	

\*Group size may be adjusted to meet classroom needs.

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## Tips for Administering Group Assessments to Second Grade Students

### Test Format:

- Explain the general procedure of the test and emphasize that they are not expected to complete the entire booklet in one sitting. Spread the test over a few days. Allow about 30 minutes for each testing time.
- Spend as much time as you need on the Sample to explain what the students are supposed to do and confirm that they understand.
- Show students how to correctly choose their answers by completely blackening only one bubble per question using a softlead pencil. Explain that if they wish to change their answers, they must completely erase their previous choices.
- Have students check for and erase any stray pencil marks on the pages before turning in booklets each day.

### Assessment Privacy

By second grade, most students understand the concept of keeping their eyes on their own booklets or their answers to themselves. Here are some tips to discourage students from sharing answers:

- Explain to students that it is important for you to know what *they* think the answer should be even if they have to guess. Tell them that they should not share their answers with others. Tell them that there will be times when they will be allowed to share their answers (the samples), but you will tell them each time whether it's a sharing time or a time to keep their answers quiet. Remind them before you begin each section and any time a student attempts to shout out an answer.
- Prepare "offices" out of manila folders or by having students opening large books.
- Space students as far apart as you can. Move any students who may become problematic to an area away from other students (next to teacher's desk, near a wall, etc.)

### Group Testing

- Most of the assessment can be administered in a group setting. Choose group sizes that most appropriately meet your classroom needs. Refer to the Administration Outline to identify sections that should be administered individually.

## SUGGESTED SCHEDULE FOR ADMINISTRATION OF T-PRO: SECOND GRADE

Day One	Day Two	Day Three	Day Four	Day Five - Day Seven
<p><b>Phonemic Awareness: Syllables</b></p> <p><b>Phonics</b> (20 - 30 min.)</p> <p>Group*</p>	<p><b>Vocabulary</b></p> <p>(30 - 40 min.)</p> <p>Group*</p>	<p><b>Comprehensive</b></p> <p>(30 - 40 min.)</p> <p>Group*</p>	<p><b>Phonemic Awareness: Phoneme Deletion Phoneme Substitution</b></p> <p>(5 - 10 min. per student)</p> <p>Individually (10 - 12 students)</p>	<p><b>Oral Reading Proficiency</b></p> <p>(5 - 10 min. per student)</p> <p>Individually &amp; Scoring (10 - 12 students per day)</p>
<p><b>Phonemic Awareness: Phoneme Deletion Phoneme Substitution</b></p> <p>(5 - 10 min. per student)</p> <p>Individually (6 - 7 students)</p>	<p><b>Phonemic Awareness: Phoneme Deletion Phoneme Substitution</b></p> <p>(5 - 10 min. per student)</p> <p>Individually (6 - 7 students)</p>	<p><b>Phonemic Awareness: Phoneme Deletion Phoneme Substitution</b></p> <p>(5 - 10 min. per student)</p> <p>Individually (6 - 7 students)</p>		

\*Group size may be adjusted to meet classroom needs.



## Third Grade Materials (Purple Booklets)

### Each Third Grade teacher should receive:

- One *T-PRO Third Grade Student Test Booklet (Diagnostic)* per student in the classroom
- One *T-PRO Student/Parent Information Guides* for each family in the school
- Two *Fluency/Oral Reading Proficiency Story Cards*
- One *T-PRO Third Grade Teacher Manual (Diagnostic)*
- One set of barcoded Student Information Labels

<b>T-PRO Third Grade Assessment Administration Outline</b>			
<b>Section</b>	<b>Skills Assessed</b>	<b>Number of Items</b>	<b>Method of Administration</b>
Phonics	Decoding	13	Group*
Vocabulary	Multiple Meaning Words Homophones Prefixes and Suffixes	24	Group*
Comprehension	Reading (Passages)—6 Passages	32	Group*
Research Skills	Information Sources Text Features Fact and Opinion	22	Group*
Fluency/Oral Reading Proficiency	One Story:		Individually Administered
	ORF Comprehension	5 Items	
	Fluency Rate (WCPM)	Max. 8 Points	
	Fluency Behavior (Rubric)	Max. 8 Points	

\*Group size may be adjusted to meet classroom needs.

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## Tips for Administering Group Assessments to Third Grade Students

### Test Format:

- Explain the general procedure of the test and emphasize that they are not expected to complete the entire booklet in one sitting. Spread the test over a few days. Allow about 30 minutes for each testing time.
- Spend as much time as you need on the Sample to explain what the students are supposed to do and confirm that they understand.
- Show students how to correctly choose their answers by completely blackening only one bubble per question using a softlead pencil. Explain that if they wish to change their answers, they must completely erase their previous choices.
- Have students check for and erase any stray pencil marks on the pages before turning in booklets each day.

### Assessment Privacy

By third grade, most students understand the concept of keeping their eyes on their own booklets or their answers to themselves. Here are some tips to discourage students from sharing answers:

- Explain to students that it is important for you to know what *they* think the answer should be even if they have to guess. Tell them that they should not share their answers with others. Tell them that there will be times when they will be allowed to share their answers (the samples), but you will tell them each time whether it's a sharing time or a time to keep their answers quiet. Remind them before you begin each section and any time a student attempts to shout out an answer.
- Prepare "offices" out of manila folders or by having students opening large books.
- Space students as far apart as you can. Move any students who may become problematic to an area away from other students (next to teacher's desk, near a wall, etc.)

### Group Testing

- Most of the assessment can be administered in a group setting. Choose group sizes that most appropriately meet your classroom needs. Refer to the Administration Outline to identify sections that should be administered individually.

## SUGGESTED SCHEDULE FOR ADMINISTRATION OF T-PRO: THIRD GRADE

Day One	Day Two	Day Three	Day Four
<p style="text-align: center;"><b>Phonics &amp; Vocabulary</b></p> <p style="text-align: center;">(35 - 45 min.)</p> <p style="text-align: center;">Group*</p>	<p style="text-align: center;"><b>Comprehensive</b></p> <p style="text-align: center;">(30 - 40 min.)</p> <p style="text-align: center;">Group*</p>	<p style="text-align: center;"><b>Research Skills</b></p> <p style="text-align: center;">(25 - 30 min.)</p> <p style="text-align: center;">Group*</p>	<p style="text-align: center;"><b>Oral Reading Proficiency</b></p> <p style="text-align: center;">(5 - 10 min. per student)</p> <p style="text-align: center;">Individually (10 - 12 students)</p>
<p style="text-align: center;"><b>Oral Reading Proficiency</b></p> <p style="text-align: center;">(5 - 10 min. per student)</p> <p style="text-align: center;">Individually (5 - 6 students)</p>	<p style="text-align: center;"><b>Oral Reading Proficiency</b></p> <p style="text-align: center;">(5 - 10 min. per student)</p> <p style="text-align: center;">Individually (5 - 6 students)</p>	<p style="text-align: center;"><b>Oral Reading Proficiency</b></p> <p style="text-align: center;">(5 - 10 min. per student)</p> <p style="text-align: center;">Individually (5 - 6 students)</p>	

\*Group size may be adjusted to meet classroom needs.



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## Assessing Students Individually: Practical Tips

Individually administered assessments will provide informative student-teacher interaction and helpful information about students' language and reading skills. Careful planning is essential so that individual administered portions of T-PRO go smoothly. Each classroom is different and will need to make its own schedule and plans to accommodate differences in availability of teaching assistants, maturity of the students, and behavioral issues. Listed below are some tips to assist teachers in completing individually administered assessments effectively.

- Plan ahead. Read through the materials thoroughly so that you are familiar with the assessment procedures.
- Keep an accurate record of which students have already been tested and which tests they have taken.
- Plan to use small increments of availability throughout the day to interview a few students at a time.
- Assign student "leaders" to complete small duties while you interview other students.
- These duties might include: lining class up for lunch, turning pages for a recorded reading, playing a game, calendar time.
- Teach students to complete independent work prior to testing so that they will understand the expectations and be familiar with the routine.
- Consider using centers or activity stations between which students will rotate.
- Use independent silent reading time to interview and assess students.
- Explain the testing procedures to students prior to testing.
- Set up a classroom routine that will limit the amount that you are interrupted. For example, routines such as getting a book from the classroom library after completing independent work or the procedure for going to the restroom should be familiar to students.
- Consider making a small sign to remind students to wait to speak with you after testing is completed unless it is an emergency.
- Have a second student ready for testing nearby so that testing time is efficient. As you complete testing for one student, have that student tap another student on the shoulder to get ready for testing.

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## Assessing Students Individually: Practical Tips continued

- Be creative in getting assistance from other adults. Have an administrator or other staff member read a book to the class or a nurse come share the benefits of hand washing, etc. Enlist parent or grandparent helpers during this time.
- Plan joint activities with another teacher that allows both of you to complete individual testing or other similar activities.
- At the school level, hire a substitute or two for the day who can travel from classroom to classroom to allow several teachers time to complete assessments.
- Don't spend unnecessary time on phonemic awareness skills that a student obviously does not have. It will be apparent after a couple of questions whether a student knows how to rhyme, recognize beginning sounds, etc. Move on to the next skill and give scores of zeros for untested items.

### Some cautions:

- Do not have classroom volunteers administer the assessment. This could lead to breach of test content and threatens federal confidentiality restrictions.
- Only trained, certified teachers should assist with the administration of the assessment.
- During the assessment, do not tell students if they answered questions correctly or incorrectly. A simple "great job" or "good" should suffice.
- Check with your principal or other teachers before taking students out of their special classes such as art, music, gym, etc. for assessment.
- If a student is not able to handle independent or small group work, ask for assistance in keeping the student occupied with meaningful learning activities for a portion of the day.

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## **Additional T-PRO Resources**

**T-PRO Resources Web Site: [http://cia.indiana.edu/T-PRO\\_resources.htm](http://cia.indiana.edu/T-PRO_resources.htm)**

- Includes links to helpful online resources for each grade level (K-3)
- All Teacher Tools for training purposes are downloadable on this site
- Access training evaluations and other training tools
- The Optional Writing Assessment with anchor papers can be accessed on this site
- View Sample T-PRO questions on this site
- Important T-PRO news will be announced here
- Additional resources and standards-based activities are on this site

**PRO-Reports System: <https://tpro.cia.indiana.edu/>  
(Available mid-late September 2008)**

- Access class and student reports to make data-driven decisions
- Important T-PRO news will be announced here
- Check or change student roster and teacher information on this site





