



# Grade 2

# Branching Rules

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.



The student must see the screen and the teacher will score each item or use the printable word list that you can download at the [TPRI Scoring Resources page](#). On this section, the student is asked to read some words on the screen or the hard copy word list.

If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

**Say: I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.**

### Scoring Instructions

Click the Correct or Incorrect button accordingly.



### Branching Rules:

D: 9-12 correct. Go to GK-1 Spelling.

SD: 0-8 correct. Go to GK-1 Spelling.



For this section you need the spelling teacher script that you can download at the [TPRI Scoring Resources page](#).

This task is designed for group administration to the entire class or to small groups simultaneously. The words are divided into four sets for scoring purposes, but students experience the task as one spelling test of 20 items.

If a student asks for a word after you read it, ask the student to do their best. Do not repeat the word.

**Say: I want you to write each word I say on your paper. If you don't know how to spell a word, just listen to each sound and do the best you can. If you make a mistake, don't erase it. Just cross out the word and write the correct word next to it. After I say the word, I'll read a sentence with the word in it and then say the word again. Wait until I've finished to begin writing.**

### Scoring Instructions

Click the Correct or Incorrect button accordingly.

### Branching Rules:

Set 1	Set 2	Set 3	Set 4
D: 4-5 correct.* Administer Set 2.	D: 4-5 correct.* Administer Set 3.	D: 4-5 correct.* Administer Set 4.	D: 4-5 correct.* Go to WR-1 Word Reading.
SD: 0-3 correct. Administer Set 2.	SD: 0-3 correct. Administer Set 3.	SD: 0-3 correct. Administer Set 4.	SD: 0-3 correct. Go to WR-1 Word Reading.

*\*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.*

## WR-1 Word Reading

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The student must see the screen and the teacher will score each item or use the printable word list that you can download at the [TPRI Scoring Resources page](#).

On this section, the student is asked to read some words on the screen or the hard copy word list.

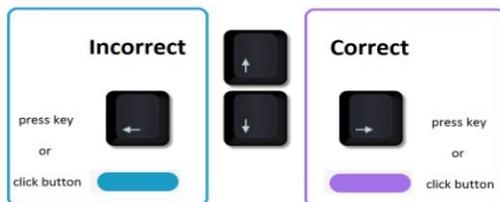
If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

Say: **I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.**

**A note about the Word Reading 1:** If the student **scores 0** on this task, the teacher has the option to skip the following Word Reading sections and continue with the Reading tasks. In that case, it is recommended to exclude these tasks by clicking the green squares of the skipped sections.

### Scoring Instructions

Click the Correct or Incorrect button accordingly.



***See next page for Branching Rules.***

**Branching Rules:**

Set 1	Set 2	Set 3	Set 4
D: 4-5 correct. * Administer Set 2.	D: 4-5 correct. * Administer Set 3.	D: 4-5 correct. * Administer Set 4.	D: 4-5 correct. * Go to READ-BOY <i>Rosa's New Friend</i> . Go to READ-MOY <i>Spring Break</i> . Go to READ-EOY <i>Firefighter</i> .
SD: 1-3 correct. Administer Set 2.	SD: 0-3 correct. Administer Set 3.	SD: 0-3 correct. Administer Set 4.	SD: 0-3 correct. Go to READ-BOY <i>Rosa's New Friend</i> . Go to READ-MOY <i>Spring Break</i> . Go to READ-EOY <i>Firefighter</i> .
SD: 0 correct. Go to READ-BOY <i>Rosa's New Friend</i> . Go to READ-MOY <i>Spring Break</i> . Go to READ-EOY <i>Firefighter</i> .			

\*Once the student scores D on a set, that set no longer needs to be administered at MOY or EOY.

## READ-BOY Story 1 – Rosa's New Friend

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For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

**Say: I'm going to ask you to read a story. The title of the story is Rosa's New Friend. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**24 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Rosa's New Friend** task.
3. Record **Frustrational** on the **Accuracy Level - Rosa's New Friend** task.
4. Read aloud the story to the student from the beginning and complete the **Listening Comp- Rosa's New Friend** task, not the Reading Comp – **Rosa's New Friend** task.

### Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet. Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word. -  
Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

### Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

### Scoring Instructions

Calculate and enter the Words Correct per Minute and Accuracy Level using the TPRI Scoring Sheet. Download resources at the [TPRI Scoring Resources page](#).

**READ-BOY Story 1 – Rosa’s New Friend**

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This section is **only for students who were able to read** the entire story by themselves.

If the student reached the Frustrational level, stop, click Quit and Discard, and administer the next section, Listening Comprehension. Administer all of the Reading Comprehension questions.

If the student takes 10 seconds or longer to answer a question, prompt the student:  
**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Scoring Instructions**

Click the Correct or Incorrect button accordingly.

**Branching Rules:**

D: 5-6 correct. \* Go to Story 2 Skateboard.

SD: 0-4 correct. Go to Story 2 Skateboard.

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

## READ-BOY **Story 2 – Skateboard!**

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For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

**Say: I'm going to ask you to read a story. The title of the story is Skateboard! After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level ( **25 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Skateboard!** Task
3. Record **Frustrational** on the **Accuracy Level - Skateboard!** task
4. Read aloud the story to the student from the beginning and complete the **Listening Comp-Skateboard!** task, not the Reading Comp – **Skateboard!** task.

### **Scoring Errors:**

Mark any words not read correctly with a slash (/) on the Student Story Sheet. Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

### **Items not considered errors:**

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

### **Scoring Instructions**

Calculate and enter the Words Correct per Minute and Accuracy Level using the TPRI Scoring Sheet. Download resources at the [TPRI Scoring Resources page](#).

**READ-BOY Story 2 – Skateboard!**

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This section is **only for students who were able to read** the entire story by themselves.

If the student reached the Frustrational level, stop, click Quit and Discard, and administer the next section, Listening Comprehension. Administer all of the Reading Comprehension questions.

If the student takes 10 seconds or longer to answer a question, prompt the student:

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Scoring Instructions**

Click the Correct or Incorrect button accordingly.

**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.*

## READ-MOY Story 3 – Spring Break

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For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

**Say: I'm going to ask you to read a story. The title of the story is Spring Break. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**22 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Spring Break** task.
3. Record **Frustrational** on the **Accuracy Level - Spring Break** task.
4. Read aloud the story to the student from the beginning and complete the **Listening Comp-Spring Break** task, not the Reading Comp – **Spring Break** task.

### Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet. Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

### Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

### Scoring Instructions

Calculate and enter the Words Correct per Minute and Accuracy Level using the TPRI Scoring Sheet. Download resources at the [TPRI Scoring Resources page](#).

## READ-MOY Story 3 – Spring Break

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This section is **only for students who were able to read** the entire story by themselves.

If the student reached the Frustrational level, stop, click Quit and Discard, and administer the next section, Listening Comprehension. Administer all of the Reading Comprehension questions.

If the student takes 10 seconds or longer to answer a question, prompt the student:  
**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

### Scoring Instructions

Click the Correct or Incorrect button accordingly.

### Branching Rules:

D: 5-6 correct. \* Go to Story 4 Meat-Eating Plants

SD: 0-4 correct. Go to Story 4 Meat-Eating Plants

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

## READ-MOY Story 4 - Meat-Eating Plants

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For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

Say: **I'm going to ask you to read a story. The title of the story is Meat Eating Plants. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**19 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Meat Eating Plants** task.
3. Record **Frustrational** on the **Accuracy Level - Meat Eating Plants** task.
4. Read aloud the story to the student from the beginning and complete the **Listening Comp-Meat Eating Plants** task, not the Reading Comp – **Meat Eating Plants** task.

### Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet. Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

### Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

### Scoring Instructions

Calculate and enter the Words Correct per Minute and Accuracy Level using the TPRI Scoring Sheet. Download resources at the [TPRI Scoring Resources page](#).

**READ-MOY Story 4 – Meat-Eating Plants**

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This section is **only for students who were able to read** the entire story by themselves.

If the student reached the Frustrational level, stop, click Quit and Discard, and administer the next section, Listening Comprehension. Administer all of the Reading Comprehension questions.

If the student takes 10 seconds or longer to answer a question, prompt the student:

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Scoring Instructions**

Click the Correct or Incorrect button accordingly.

**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.*

## READ-EOY Story 5 – Firefighter

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For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

Say: **I'm going to ask you to read a story. The title of the story is Firefighter. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**24 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Firefighter** task.
3. Record **Frustrational** on the **Accuracy Level - Firefighter** task.
4. Read aloud the story to the student from the beginning and complete the **Listening Comp-Firefighter** task, not the Reading Comp – **Firefighter** task.

### Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet. Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

### Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

### Scoring Instructions

Calculate and enter the Words Correct per Minute and Accuracy Level using the TPRI Scoring Sheet. Download resources at the [TPRI Scoring Resources page](#).

**READ-EOY Story 5 – Firefighter**

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This section is only for students who were able to read the entire story by themselves.

If the student reached the Frustrational level, stop, click Quit and Discard, and administer the next section, Listening Comprehension. Administer all of the Reading Comprehension questions.

Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: Remember, you can look at the story.

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Scoring Instructions**

Click the Correct or Incorrect button accordingly.

**Branching Rules:**

D: 5-6 correct. \* Go to Story 6 Sharks.

SD: 0-4 correct. Go to Story 6 Sharks.

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

## READ-EOY Story 6 - Sharks

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For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

**Say: I'm going to ask you to read a story. The title of the story is Sharks. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**19 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Sharks** task..
3. Record **Frustrational** on the **Accuracy Level - Sharks** task.
4. Read aloud the story to the student from the beginning and complete the **Listening Comp-Sharks** task, not the Reading Comp – **Sharks** task.

### Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet. Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

### Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

### Scoring Instructions

Calculate and enter the Words Correct per Minute and Accuracy Level using the TPRI Scoring Sheet. Download resources at the [TPRI Scoring Resources page](#).

**READ-EOY Story 6 – Sharks**

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This section is **only for students who were able to read** the entire story by themselves.

If the student reached the Frustrational level, stop, click Quit and Discard, and administer the next section, Listening Comprehension. Administer all of the Reading Comprehension questions.

Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: **Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided.

It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Scoring Instructions**

Click the Correct or Incorrect button accordingly.

**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.*