

Iversen Publishing Your Literacy Intervention Specialist

T.A.P.S.

Testing, Assessment, Placement System



T.A.P.S.

provides you with all the tools you need to quickly assess your students and match them to the appropriate instructional materials.

Set 1 Levels G,H,I

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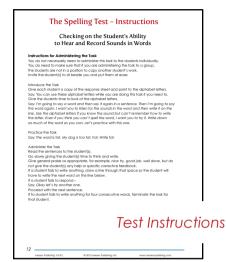
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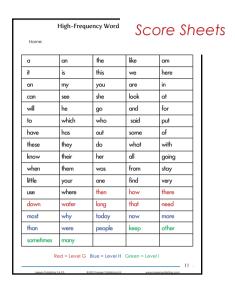
T.A.P.S. Components

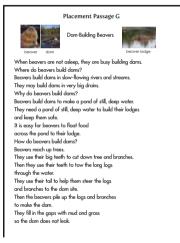
Student Response Sheets



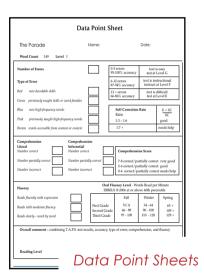
Student Response Sheet











Oral Reading Passages



| as their needs are often diverse. It is hard to complete the other letters and the sounds they heet to assist you with collating the | | | Ш | Test | Placement | | | | |
|---|-------------|----------------|------------------|------------------|-----------|-------------------------|--|--|--|
| Shee | | OU WIII 1 | . concurring | =10 | Ш | Alphabet | Check to see where the student made three consecutive errors. Check to see which letters the student could supply the sound and/ | | |
| pelling Points | H/F Word | Pseudio No. | Pseudo Points | Reading Level | Ш | | or the word for. Compare this with the student's spelling responses. Start the student in the level that reflects his/her attainment level. | | |
| | | | | | | Spelling | Check to see which words the student can spell correctly. Check to see which phonemes the student could record correctly— use the points score. Compare this result with the student's alphabet responses. Start the student in the level that reflects his/her attainment level. | | |
| | | | | | | High-Frequency Words | Check to see which words the student can read correctly. Check to see which words the student could almost read. Compare these results with the results an the pseudo-word test and the oral reading passages. If there is a mismatch in levels, start the student at the lowest level achieved across the tests. | | |
| | | | | | | Pseudo Words | Check too see where the student made three consecutive errors. Check to see which words the student could almost read—use the points score. Compore these results with the results on the high-frequency word test and the ord reading passages. If there is a mannatch in levels, start the student at the lowest level achieved across the tests. | | |
| | | | | | | Oral Reading | Review the Data Point Sheet. Compare the student's color-coded errors with the pseudoword and high-frequency word test results. Take into account the student's fluency and comprehension levels. Start the student at the lowest level of attainment. | | |

T.A.P.S. Is Easy to Use

Test the students who have been identified as needing a literacy intervention using the following tests.

Alphabet Test

The alphabet test is included because knowing alphabet letter names is a strong predictor of future reading and writing success although not causally related.

Spelling Test

The spelling test is included to assess how well students can translate sounds into letters. Students unable to do this task will have trouble writing unknown words.

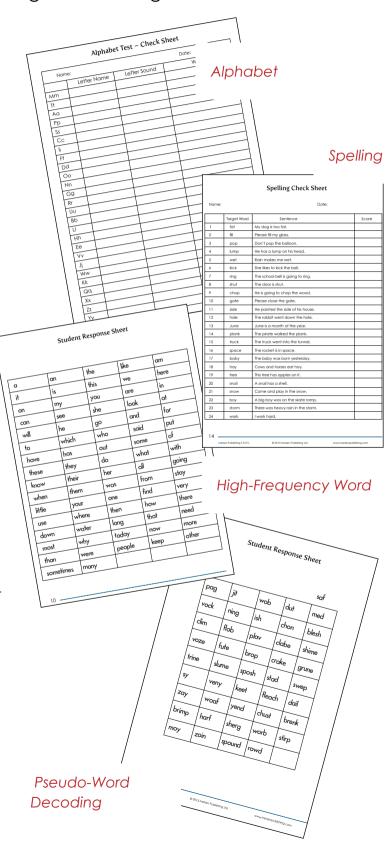
• High-Frequency Word Test

The high-frequency word test is included as all students need a bank of high-frequency words in their known reading and writing vocabularies to read and write fluently.

Pseudo-Word Decoding Test

The pseudo-word decoding test is included to assess how well students can translate letters into sounds.
Students unable to do this task will have trouble reading unknown words.

Record the results on the check sheets.



Check the high-frequency words and pseudo-word test results. These are benchmarked against the skills taught at each Quick60 level.

Red = Level G (Intervention Levels 11 - 12)

Blue = Level H (Intervention Levels 13 - 14)

Green = Level I (Intervention Levels 15)

| Name: | | | Date: | |
|-----------|--------------|----------------|------------|-------|
| а | an | the | like | am |
| it | is | this | we | here |
| on | my | you | are | in |
| can | see | she | look | at |
| will | he | go | and | for |
| to | which | who | said | put |
| have | has | out | some | of |
| these | they | do | what | with |
| know | their | her | all | going |
| when | them | was | from | stay |
| little | your | one | find | very |
| use | where | then | how | there |
| down | water | long | that | need |
| most | why | today | now | more |
| than | were | people | keep | other |
| sometimes | many | | | |
| R | ed = Level G | Blue = Level H | Green = Le | vel I |

| | | | | _ | |
|-------|---|----------|--------|---|----------|
| Word | | Response | Word | | Response |
| pag | 3 | | sposh | 4 | |
| jit | 3 | | stad | 4 | |
| wob | 3 | | swep | 4 | |
| dut | 3 | | sy | 2 | |
| med | 3 | | veny | 4 | |
| vock | 3 | | keet | 3 | |
| ning | 3 | | fleach | 4 | |
| ish | 2 | | dail | 3 | |
| chon | 3 | | zay | 2 | |
| blesh | 4 | | woaf | 3 | |
| clim | 4 | | yend | 4 | |
| flob | 4 | | chust | 4 | |
| plav | 4 | | brenk | 5 | |
| clabe | 4 | | brimp | 5 | |
| shime | 3 | | harf | 3 | |
| voze | 3 | | sherg | 3 | |
| fute | 3 | | worb | 3 | |
| .brop | 4 | | stirp | 4 | |
| crake | 4 | | moy | 2 | |
| grune | 4 | | zoin | 3 | |
| trine | 4 | | spound | 5 | |
| slume | 4 | | rowd | 3 | |

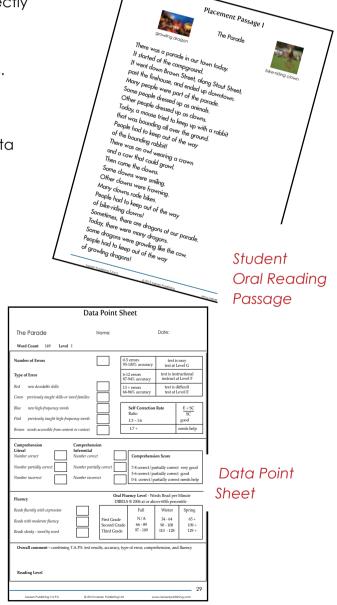
Have the students read the Placement Passage. Circle the words that the student reads incorrectly and note any self-correction behavior on the check sheet.

Ask the students the comprehension questions.

Complete the data point sheet with all your student's oral reading information.

Collate and review the test scores and the data point sheet information.





The Alphabet Test - Instructions

Checking on the Student's Ability to Name Alphabet Letters and Sounds

Instructions for Administering the Task

You need to administer this task to students individually. Invite a student to sit beside you and put him or her at ease.

Introduce and Explain the Task to the Student

Say: I'm going to show you some alphabet letters and I want you to tell me the name of the letter, the sound it makes, and a word beginning with that letter. I'm not going to help you because I want to see what you can do all by yourself.

Administer the Task

Put the student response sheet in front of the student. Cover all the letters with a sheet of paper except the top row.

Ask the student to read the letters, say the sound, and then say a word starting with that letter. Move the paper down as the student completes each row. Give general praise as appropriate, for example, nice try, good job, well done, but do not give the student any help or specific corrective feedback.

If a student fails to name a letter -

Say: Do you know the sound that letter makes or a word starting with that letter?

If the student does not respond -

Say: Okay let's try the next one.

Point to the next letter.

If the student is unable to give the letter name, sound, and a word starting with that letter for four consecutive letters, uncover the entire page.

Say: Look at the rest of the letters and see if there are any you know the name of, the sound they make, or a word that starts with that letter.

Score the Student's Responses

Use the check sheet to note the student's responses.

Write down the student's response to incorrect letters.

Note if the student spontaneously corrects an error.

Alphabet Test – Student Response Sheet

| M | Т | А | Р | S |
|---|---|---|---|---|
| С | I | F | D | 0 |
| N | G | R | U | В |
| L | Н | E | V | J |
| W | K | Q | X | Z |
| Υ | m | t | а | р |
| S | С | i | f | d |
| 0 | n | 9 | r | u |
| b | | h | е | ٧ |
| j | W | k | q | Х |
| Z | У | | | |

Alphabet Test – Check Sheet

| Name: Date: | | | | |
|-------------|-------------|--------------|------|--|
| | Letter Name | Letter Sound | Word | |
| Mm | | | | |
| T† | | | | |
| Aa | | | | |
| Рр | | | | |
| Ss | | | | |
| Сс | | | | |
| li | | | | |
| Ff | | | | |
| Dd | | | | |
| 00 | | | | |
| Nn | | | | |
| Gg | | | | |
| Rr | | | | |
| Uυ | | | | |
| Bb | | | | |
| LI | | | | |
| Hh | | | | |
| Ee | | | | |
| Vv | | | | |
| Jj | | | | |
| Ww | | | | |
| Kk | | | | |
| Qq | | | | |
| Xx | | | | |
| Zz | | | | |
| Yy | | | | |

The High-Frequency Word Test – Instructions

Checking on the Student's Ability to Read High-Frequency Words

Instructions for Administering the Task

You need to administer this task to the students individually. Invite the student to sit beside you and put him or her at ease.

Introduce the Task

Explain the task to the student.

Say: I'm going to show you some words and I want you to read them to me. I'm not going to help you because I want to see what you can do all by yourself.

Administer the Task

Put the student response sheet in front of the student. Cover all the words with a sheet of paper except the top row.

Ask the student to read the words.

Move the paper down as the student completes each row. Give general praise as appropriate, for example, *nice try*, *good job*, *well done*, but do not give the student any help or specific corrective feedback.

Move the task along at a reasonably brisk pace. You want the student to be able to instantly recognize the word. A rule of thumb is to count to five under your breath and if the student has not responded, move on.

If a student fails to read a word in that time -

Say: You try it.

If the student fails to respond -

Say: Okay let's try the next one.

Point to the next word.

If the student fails to respond to four consecutive words, uncover the entire page.

Say: Look at the rest of the words and see if there are any you know.

Score the Student's Responses

Use the check sheet to note which words the student reads correctly. Write down the student's response to incorrect words.

High-Frequency Word Test – Student Response Sheet

| а | an | the | like | am |
|-----------|-------|--------|------|-------|
| it | is | this | we | here |
| on | my | you | are | in |
| can | see | she | look | at |
| will | he | go | and | for |
| to | which | who | said | put |
| have | has | out | some | of |
| these | they | do | what | with |
| know | their | her | all | going |
| when | them | was | from | stay |
| little | your | one | find | very |
| use | where | then | how | there |
| down | water | long | that | need |
| most | why | today | now | more |
| than | were | people | keep | other |
| sometimes | many | | | |

High-Frequency Word Test – Check Sheet

Name: Date:

| а | an | the | like | am |
|-----------|-------|--------|------|-------|
| it | is | this | we | here |
| on | my | you | are | in |
| can | see | she | look | at |
| will | he | go | and | for |
| to | which | who | said | put |
| have | has | out | some | of |
| these | they | do | what | with |
| know | their | her | all | going |
| when | them | was | from | stay |
| little | your | one | find | very |
| use | where | then | how | there |
| down | water | long | that | need |
| most | why | today | now | more |
| than | were | people | keep | other |
| sometimes | many | | | |

Red = Level G Blue = Level H Green = Level I

The Spelling Test - Instructions

Checking on the Student's Ability to Hear and Record Sounds in Words

Instructions for Administering the Task

You do not necessarily need to administer this task to the students individually. You do need to make sure that if you are administering the task to a group, the students are not in a position to copy another student's work. Invite the student(s) to sit beside you and put them at ease.

Introduce the Task

Give each student a copy of the response sheet and point to the alphabet letters. Say: You can use these alphabet letters while you are doing this task if you need to. Give the students time to look at the alphabet letters.

Say: I'm going to say a word and then say it again in a sentence. Then I'm going to say the word again. I want you to listen for the sounds in the word and then write it on the line. Use the alphabet letters if you know the sound but can't remember how to write the letter. Even if you think you can't spell the word, I want you to try it. Write down as much of the word as you can. Let's practice with this one.

Practice the Task

Say: The word is fat. My dog is too fat. Fat. Write fat.

Administer the Task

Read the sentences to the student(s).

Go slowly giving the student(s) time to think and write.

Give general praise as appropriate, for example, nice try, good job, well done, but do not give the student(s) any help or specific corrective feedback.

If a student fails to write anything, draw a line through that space so the student will have to write the next word on the line below.

If a student fails to respond –

Say: Okay let's try another one.

Proceed with the next sentence.

If a student fails to write anything for four consecutive words, terminate the task for that student.

Spelling Test – Student Response Sheet

| Name: | Date: |
|-------|-------|
|-------|-------|

a b c d e f g h i j k l m n o p q r s t u v w x y z

| 1 | |
|----|--|
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |

Spelling Test – Check Sheet

Name: Date:

| | Target Word | Sentence | Score |
|----|-------------|------------------------------------|-------|
| I | fat | My dog is too fat. | |
| 2 | fill | Please fill my glass. | |
| 3 | рор | Don't pop the balloon. | |
| 4 | lump | He has a lump on his head. | |
| 5 | wet | Rain makes me wet. | |
| 6 | kick | She likes to kick the ball. | |
| 7 | ring | The school bell is going to ring. | |
| 8 | shut | The door is shut. | |
| 9 | chop | He is going to chop the wood. | |
| 10 | gate | Please close the gate. | |
| 11 | side | He painted the side of his house. | |
| 12 | hole | The rabbit went down the hole. | |
| 13 | June | June is a month of the year. | |
| 14 | plank | The pirate walked the plank. | |
| 15 | truck | The truck went into the tunnel. | |
| 16 | space | The rocket is in space. | |
| 17 | baby | The baby was born yesterday. | |
| 18 | hay | Cows and horses eat hay. | |
| 19 | tree | This tree has apples on it. | |
| 20 | snail | A snail has a shell. | |
| 21 | snow | Come and play in the snow. | |
| 22 | boy | A big boy was on the skate ramp. | |
| 23 | storm | There was heavy rain in the storm. | |
| 24 | work | I work hard. | |

Spelling Test – Scoring Options

Score the Student's Responses

If you wish to keep a numerical score to show progress pre and post the Quick60 program you may do this in two ways.

The first procedure is simply to total the number of correct spellings.

In the second procedure, each item is scored according to the following scale.

| Response | Score |
|--|-------|
| Correct conventional spelling. | 4 |
| Unconventional spelling – that is, two or more letters capturing all of the phonemes, e.g. kik for kick, fil for fill, met for meat, spas for space. | 3 |
| More than one phoneme, but not all phonemes are represented. The phonemes must be represented with phonetically related or conventional letters, e.g. snl for snail. | 2 |
| The initial phoneme is represented by the correct letter or with a phonetically related letter and followed by a random string of letters or nothing at all, e.g. tvps for truck, f for fat. | 1 |
| A single letter response that is appropriate but not the initial phoneme e.g. t for wet. | 1 |
| No response or a random string of letters. | 0 |

Using points to score gives a truer picture of the student's ability to hear and record the sounds in words. Sometimes, students can segment some but not all phonemes. Scoring points lets you see which sounds the student can or cannot record and in which position in the word these sounds occur.

The Pseudo-Word Test - Instructions

Checking on the Student's Ability to Decode Unknown Words

Instructions for Administering the Task

You have to administer this task to the students individually. Invite a student to sit beside you and put him or her at ease.

Set the Scene

Say: I want you to pretend that you're heading out in a spaceship to visit another planet. You've been chosen for this mission and you've decided to learn the language of the people who live there so you can speak to them. I have a list of the words that they use often, but you don't know them. You can only read them if you sound them out. Remember, don't try to make them into the words that we speak. Here's the list of words. Let's try this one together.

Read the Practice Words

Put the student response sheet in front of the student. Cover all the words with a sheet of paper except the two practice words.

Point to the first practice word, ez, and encourage the student to read the word by sounding it out. If the student says the word correctly, praise him or her.

Say: That was really good. You know how to look at the letters, work out what sounds they make, and then blend them all together to say the word. You'll be ready to talk to the far-away-planet people in no time at all. See it was really easy wasn't it?

If the student responds incorrectly or fails to respond after five seconds, demonstrate how to read the word.

Say: This letter makes an e sound like the beginning of egg, and this letter is a z. If I blend the two sounds together I get ez. Now I want you to try another one. Remember, you have to use what you know about the sounds of the letters in the word, and blend them together to say the word.

Point to the second practice word, saf.

Say: Now try this word and then we'll be ready to practice lots of words so that you'll be able to talk to the far-away-planet people. Remember, this is not one of our words. Look at it, and then blend the sounds together to say it.

Praise the student for a correct response.

If the student responds incorrectly or fails to respond after five seconds, demonstrate how to read the word.

Say: This letter makes an s sound like the beginning of Sunday. This letter is an a and it has the same sound as the a in apple. The last letter is an f like at the beginning of fish.

Administer the Task

Slide the sheet of paper down to uncover the first line of words. Invite the student to read the words.

Say: I want you to read these words. Don't worry if you think you're wrong because, as I told you, they are not real words like the ones we speak so the way you're saying them could be right. When you've read one line, I'll uncover the next line for you to read.

Give general praise as appropriate, for example, nice try, good job, well done, but do not give specific corrective feedback unless the student reads the words in syllables, for example juh-i-tuh for jit.

Say: That's right you got the sounds right, but you need to blend them together to read the word. See if you can say the word with the sounds blended together.

Proceed through the list of words moving the paper down as the student completes a line. If the student responds correctly, mark the response column of the score sheet with a check mark. If the student responds incorrectly, write what the student says in the response column.

Continue until the student fails to respond correctly to three consecutive words in a word group. Finish the word group recording the student's actual response.

Remove the sheet of paper and ask the student to scan the page for any other words they can read. Mark any words correctly read in the response column of the score sheet.

Score the Student's Responses

If you wish to keep a numerical score to show progress pre and post the Quick60 Reading Program you may do this in two ways.

The first procedure is simply to total the number of correct pronunciations.

In the second procedure, each phoneme in a word, correctly pronounced is scored. The number of phonemes in each word is shown next to the word on the score sheet. Score one point for each phoneme in the word correctly pronounced. For example, if a student reads *jit* correctly they receive 3 points. If the student says *jet*, they are awarded 2 points, one for *j* and one for *t*. If the student says *jab*, *hid* or *bat* they are awarded 1 point for the one phoneme correctly identified.

The points method of scoring gives a truer picture of the student's ability to segment and blend phonemes. Sometimes, students can segment phonemes but do not blend them together entirely correctly. Scoring points may give you a differentiation between a student's ability to segment and to blend phonemes.

Pseudo-Word Test – Student Response Sheet

ez saf

| pag | ji t | wob | dut | med |
|-------|-----------------|--------|--------|-------|
| vock | ning | ish | chon | blesh |
| clim | flob | plav | clabe | shime |
| voze | fute | brop | crake | grune |
| trine | slume | sposh | stad | swep |
| sy | veny | keet | fleach | dail |
| zay | woaf | yend | chust | brenk |
| brimp | harf | sherg | worb | stirp |
| moy | zoin | spound | rowd | |

Pseudo-Word Test – Check Sheet

Name Date

| Word | | Response | Word | | Response |
|-------|---|----------|--------|---|----------|
| pag | 3 | | sposh | 4 | |
| jit | 3 | | stad | 4 | |
| wob | 3 | | swep | 4 | |
| dut | 3 | | sy | 2 | |
| med | 3 | | veny | 4 | |
| vock | 3 | | keet | 3 | |
| ning | 3 | | fleach | 4 | |
| ish | 2 | | dail | 3 | |
| chon | 3 | | zay | 2 | |
| blesh | 4 | | woaf | 3 | |
| clim | 4 | | yend | 4 | |
| flob | 4 | | chust | 4 | |
| plav | 4 | | brenk | 5 | |
| clabe | 4 | | brimp | 5 | |
| shime | 3 | | harf | 3 | |
| voze | 3 | | sherg | 3 | |
| fute | 3 | | worb | 3 | |
| brop | 4 | | stirp | 4 | |
| crake | 4 | | moy | 2 | |
| grune | 4 | | zoin | 3 | |
| trine | 4 | | spound | 5 | |
| slume | 4 | | rowd | 3 | |

Red = Level G Blue = Level H Green = Level I

Placement Passages – Instructions

Checking on the Student's Oral Reading

Instructions for Administering the Task

You have to administer this task to the students individually. Invite a student to sit beside you and put him or her at ease.

Introduce the Task

Explain the task to the student.

Say: I'm going to give you a passage to read. I want you to read this all by yourself without my help.

Administer the Task

Give the student the appropriate placement passage. Tell them the title.

Invite them to look at the photos to broaden the context.

Ask the student to read the passage aloud.

Circle any words the student reads incorrectly on the color-coded check sheet.

Write SC above any word that the student spontaneously corrects.

If the student stops at any word, count silently to five and then say, You try it.

If the student makes no attempt, tell the student the word and ask them to keep reading. Resist the temptation to teach. You want to see what the student can do on an unseen passage of text without help.

When the student has finished reading the passage, check their understanding by asking the comprehension questions.

If the text is obviously too hard, abandon it. Praise the student for their attempt and tell them that it was too hard and you will give them an easier passage to read. If the student reads the text easily and answers all, or most of the comprehension questions, have them read the passage from the next higher level.

Score the Student's Oral Reading

Transfer the data from the Color-Coded Check Sheet to the Data Point Sheet.

Placement Passage G



beaver



dam

Dam-Building Beavers



beaver lodge

When beavers are not asleep, they are busy building dams.

Where do beavers build dams?

Beavers build dams in slow-flowing rivers and streams.

They may build dams in very big ditches.

Why do beavers build dams?

Beavers build dams to make a pond of still, deep water.

They need a pond of still, deep water to build their lodges and keep them safe.

It is easy for beavers to float food across the pond to their lodge.

How do beavers build dams?

Beavers reach up trees.

They use their big teeth to cut down tree and branches.

Then they use their teeth to tow the long logs through the water.

They use their tail to help them steer the logs and branches to the dam site.

Then the beavers pile up the logs and branches to make the dam.

They fill in the gaps with mud and grass so the dam does not leak.

Placement Passage G Check Sheet Dam-Building Beavers

Name: Date:

When beavers are not asleep,

they are busy building dams.

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They use their tail to help them steer the

logs and branches

to the dam site.

Then the beavers pile up the logs and

branches to make the dam.

They fill in the gaps with mud and grass so

the dam does not leak.

Comprehension Questions

Literal

Where do beavers build dams? Why do beavers build dams? How do beaver's teeth help them? How does a beaver's tail help it? Inferential

Why don't beavers build dams in fast-flowing rivers?

Do you think beavers build lodges like they build dams? Why or why not? What is a good thing about beaver's dam building?

What is a bad thing about beaver's dam building?

Key

New decodable skills for Level G Previously taught decodable skills New high-frequency words for Level G Previously taught high-frequency words Context/content words

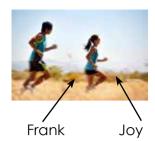
Placement Passage G – Data Point Sheet

| Dam-Building Beavers | Name: | Date: | | | |
|---|--|--------------------------------|----------------------------------|--------------------------|--|
| Word Count 155 Level G | | | | | |
| Number of Errors | | 0-8errors 05-100% accuracy | | s easy Level H | |
| Type of Error | | 0-20 errors 37-94% accuracy | | tructional at Level G | |
| Red new decodable skills | | 21+ errors 66-86% accuracy | | difficult Level F | |
| Green previously taught skills or word families | | | | | |
| Blue new high-frequency words | | Self Correction I Ratio | Rate | $\frac{E + SC}{SC}$ | |
| Pink previously taught high-frequency words | | 1:3 – 1:6 | | good | |
| Brown words accessible from content or context | | 1:7+ | | needs help | |
| Comprehension Comprehension Literal Inferential Number correct Number correct Number partially correct 7-8 correct/partially correct very good 5-6 correct/partially correct good Number incorrect 0-4 correct/partially correct needs help | | | | | |
| Fluency DIBELS ® 2006 at or above 60th percentile | | | | | |
| Reads fluently with expression | | Fall | Winter | Spring | |
| Reads with moderate fluency Reads slowly - word by word | First Grade Second Grade Third Grade | | 34 - 64 90 - 108 110 - 128 | 65 + 109 + 129 + | |
| Overall comment – combining T.A.P.S. test rest | ults, accuracy, typ | pe of error, compre | hension, and | fluency | |
| Reading Level | | | | | |

Placement Passage H



The Cross-Country Race



cross-country runners

Today was the day of the cross country race.

Most of the boys and girls were running.

Frank and Joy were the best runners,
and most people thought one of them would win.

Frank wanted to win more than anything else,

but Joy was soon far ahead.

Then it started to rain.

Joy slipped on the wet soil as she ran down a bank.

She fell down with a thump.

The wet dirt clung to her shirt and shorts.

She got up. Her leg hurt so she couldn't run.

She could only limp.

She heard a noise. It was Frank.

He stopped running.

"I'll help you," he said.

"Now why would you do that?" asked Joy.

"The other runners will pass you.

I can't win the race but you can."

"There's no point in winning a race

when my sister's hurt," said Frank.

"Thank you," said Joy.

"You're a good brother, Frank."

Placement Passage H Check Sheet The Cross Country Race

Name: Date:

Today was the day of the cross-country race.

Most of the boys and girls were running.

Frank and Joy were the best runners,

and most people thought

one of them would win.

Frank wanted to win more than anything else,

but Joy was soon far ahead.

Then it started to rain.

Joy slipped on the wet soil as she ran

down a bank.

She fell down with a thump.

The wet dirt clung to her shirt and shorts.

She got up. Her leg hurt so she couldn't run.

She could only limp.

She heard a noise. It was Frank.

He stopped running.

"I'll help you," he said.

"Now why would you do that?" said Joy.

"The other runners will pass you.

I can't win the race but you can."

"There's no point in winning a race

when my sister's hurt," said Frank.

"Thank you," said Joy.

"You're a good brother, Frank."

Comprehension Questions

Literal

What did most people think? How did Joy come to fall over? Why couldn't Joy run after she fell over? Why did Frank stop?

Inferential

Why do you think Frank wanted to win the race more than anything else?
What does limp mean?
What other hazards could there be in a cross-country race?
Do you think Frank would have stopped if Joy hadn't been his sister? Why or why not?

Key

New decodable skills for Level H
Previously taught decodable skills
New high-frequency words for Level H
Previously taught high-frequency words
Context/content words

Placement Passage H – Data Point Sheet

| The Cross-Country Race | Name: | Date: | | |
|---|---|-----------------------|--|----------------------------------|
| Word Count 151 Level H | | | | |
| Number of Errors 0-5 errors text is easy test at Level | | | | |
| Pink previously taught high-frequency words Brown words accessible from content or context | | 1:3 – 1:6 | n | good eeds help |
| Comprehension Comprehension Literal Inferential Number correct Number correct Number partially correct T-8 correct/partially correct yeartially correct yeartially correct good Number incorrect Number incorrect | | | | t good |
| Oral Fluency Level - Words Read per Minute Fluency DIBELS ® 2006 at or above 60th percentile | | | | |
| Reads fluently with expression Reads with moderate fluency Reads slowly - word by word | First Grade Second Gra Third Grad | ade 66 - 89 | Winter 34 - 64 90 - 108 110 - 128 | Spring 65 + 109 + 129 + |
| Overall comment – combining T.A.P.S. test res | sults, accuracy, ty | ype of error, compreh | nension, and i | fluency |

Placement Passage I



growling dragon

The Parade



bike-riding clown

There was a parade in our town today.
It started at the campground.
It went down Brown Street, along Stout Street,

Many people were part of the parade.

past the firehouse, and ended up downtown.

Some people dressed up as animals.

Other people dressed up as clowns.

Today, a mouse tried to keep up with a rabbit that was bounding all over the ground.

People had to keep out of the way of the bounding rabbit!

There was an owl wearing a crown and a cow that could growl.

Then came the clowns.

Some clowns were smiling.

Other clowns were frowning.

Many clowns rode bikes.

People had to keep out of the way

of bike-riding clowns!

Sometimes, there are dragons at our parade.

Today, there were many dragons.

Some dragons were growling like the cow.

People had to keep out of the way of growling dragons!

Placement Passage I Check Sheet – The Parade

Name: Date:

There was a parade in our town today.

It started at the campground.

It went down Brown Street, along Stout Street,

past the firehouse, and ended up downtown.

Many people were part of the parade.

Some people dressed up as animals.

Other people dressed up as clowns.

Today, a mouse tried to keep up with a rabbit

that was bounding all over the ground.

People had to keep out of the way

of the bounding rabbit!

There was an owl wearing a crown

and a cow that could growl.

Then came the clowns.

Some clowns were smiling.

Other clowns were frowning.

Many clowns rode bikes.

People had to keep out of the way

of the bike-riding clowns!

Sometimes, there are dragons at our parade.

Today, there were many dragons.

Some dragons were growling like the cow.

People had to keep out of the way

of the growling dragons!

Comprehension Questions

Literal

Where did the parade start?

What came last in the parade?

What was the owl wearing?

What were some clowns doing?

Inferential

Why do people hold parades?

Which would be the hardest to keep out of the way of – the rabbit, the clowns, or

the dragons? Why?

What other animals could people dress

up as?

What other things could you see at a

parade?

Key

New skills for Level I

Previously taught skills

New high-frequency words for Level I Previously taught high-frequency words

Context/content words

Placement Passage I – Data Point Sheet

| The Parade | Name: | Name: | | Date: | |
|--|----------------------------|---|---------------------|---------------------------|--|
| Word Count 149 Level I | | | | | |
| Number of Errors | | 0-5 errors 95-100% accuracy | | s easy Level J | |
| Type of Error | | 6-12 errors 87-94% accuracy | | etructional at Level I | |
| Red new decodable skills | | 13 + errors 66-86% accuracy | | difficult Level H | |
| Green previously taught skills or word families | | | ' | | |
| Blue new high-frequency words | | Self Correction Ratio | Rate | $\frac{E + SC}{SC}$ | |
| Pink previously taught high-frequency words | | 1:3 – 1:6 | | good | |
| Brown words accessible from content or context | | 1:7 + | | needs help | |
| Comprehension Comprehension Literal Inferential Number correct Number correct Number partially correct Number partially correct Number incorrect Number incorrect Number incorrect Number incorrect 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help | | | | | |
| Fluency | | Fluency Level - Wo ELS ® 2006 at or abo | | | |
| Reads fluently with expression | | Fall | Winter | Spring | |
| Reads with moderate fluency | First Grade Second Grad | | 34 - 64 90 - 108 | 65 + 109 + | |
| Reads slowly - word by word | Third Grade | e 97 - 109 | 110 - 128 | 129 + | |
| Overall comment – combining T.A.P.S. test rest | ults, accuracy, ty | pe of error, compreh | ension, and | fluency | |
| · · · · | | | | | |

Applying the Results

It is often difficult to group together striving readers as their needs are often diverse. Students who have little alphabet knowledge will find it hard to complete the other tasks that rely on making associations between the letters and the sounds they represent. Transfer the raw scores to this test result sheet to assist you with collating the results.

Test Result Sheet

| Student | Alpha Name | Alpha Sound | Alpha Word | Spelling No. | Spelling Points | H/F Word | Pseudo No. | Pseudo Points | Reading Level |
|---------|---------------|----------------|---------------|-----------------|--------------------|-------------|---------------|------------------|------------------|
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Once you have transferred the raw scores to the Test Result Sheet, use the following table to assist you with placing the students into groups.

| Test | Placement |
|-------------------------|---|
| Alphabet | Check to see where the student made three consecutive errors. Check to see which letters the student could supply the sound and/ or the word for. Compare this with the student's spelling responses. Start the student in the level that reflects his/her attainment level. |
| Spelling | Check to see which words the student can spell correctly. Check to see which phonemes the student could record correctly – use the points score. Compare this result with the student's alphabet responses. Start the student in the level that reflects his/her attainment level. |
| High-Frequency Words | Check to see which words the student can read correctly. Check to see which words the student could almost read. Compare these results with the results on the pseudo-word test and the oral reading passages. If there is a mismatch in levels, start the student at the lowest level achieved across the tests. |
| Pseudo Words | Check too see where the student made three consecutive errors. Check to see which words the student could almost read – use the points score. Compare these results with the results on the high-frequency word test and the oral reading passages. If there is a mismatch in levels, start the student at the lowest level achieved across the tests. |
| Oral Reading | Review the Data Point Sheet. Compare the student's color-coded errors with the pseudoword and high-frequency word test results. Take into account the student's fluency and comprehension levels. Start the student at the lowest level of attainment. |

T.A.P.S.

Testing, Assessment, Placement System

Quick60 Set I Levels G,H,I

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