



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 2  
Levels L & M

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|              |   |
|--------------|---|
| Page 3       | T.A.P.S. Components                             |
| Page 4 – 5   | T.A.P.S. Is Easy to Use                         |
| Page 6       | Alphabet Test Instructions                      |
| Page 7       | Alphabet Test Student Response Sheet            |
| Page 8       | Alphabet Test Check Sheet                       |
| Page 9       | High-Frequency Word Test Instructions           |
| Page 10      | High-Frequency Word Test Student Response Sheet |
| Page 11      | High-Frequency Word Test Check Sheet            |
| Page 12      | Spelling Test Instructions                      |
| Page 13      | Spelling Test Student Response Sheet            |
| Page 14      | Spelling Test Check Sheet                       |
| Page 15      | Spelling Test Scoring Options                   |
| Page 16 – 17 | Pseudo-Word Test Instructions                   |
| Page 18      | Pseudo-Word Test Student Response Sheet         |
| Page 19      | Pseudo-Word Test Check Sheet                    |
| Page 20      | Placement Passages Instructions                 |
| Page 21      | Placement Passage L                             |
| Page 22      | Placement Passage L Check Sheet                 |
| Page 23      | Placement Passage L Data Point Sheet            |
| Page 24      | Placement Passage M                             |
| Page 25      | Placement Passage M Check Sheet                 |
| Page 26      | Placement Passage M Data Point Sheet            |
| Page 27 - 28 | Applying Results                                |



# 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.

**Alphabet Test - Check Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

| Letter Name | Letter Sound | Word |
|-------------|--------------|------|
| Mm          |              |      |
| Tt          |              |      |
| Aa          |              |      |
| Pp          |              |      |
| Ss          |              |      |
| Cc          |              |      |
| Ii          |              |      |
| Ff          |              |      |
| Dd          |              |      |
| Oo          |              |      |
| Nn          |              |      |
| Gg          |              |      |
| Rr          |              |      |
| Uu          |              |      |
| Bb          |              |      |
| Ll          |              |      |
| Hh          |              |      |
| Ee          |              |      |
| Vv          |              |      |
| Jj          |              |      |
| Ww          |              |      |
| Kk          |              |      |
| Qq          |              |      |
| Xx          |              |      |
| Zz          |              |      |
| Yy          |              |      |

Alphabet

Spelling

- **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.

**Spelling Test - Check Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

| Target Word  | Sentence   | Score |
|--------------|--|-------|
| 1 think      | You have to think very hard to spell some words.   |       |
| 2 wheel      | Bicycles have two wheels.                          |       |
| 3 phone      | Can you play games on your phone?                  |       |
| 4 stripes    | No two zebras have the same stripes.               |       |
| 5 knee       | You may limp if you hurt your knee.                |       |
| 6 wrap       | You need to wrap up the birthday present.          |       |
| 7 scab       | The scab came off her sore finger.                 |       |
| 8 quickly    | The lioness moved quickly through the grass.       |       |
| 9 mail       | We go to the mail on Friday.                       |       |
| 10 haul      | He had to haul the big chair across the room.      |       |
| 11 squawking | The sick gull kept on squawking.                   |       |
| 12 bread     | I like wholemeal bread.                            |       |
| 13 book      | I just purchased a book on line.                   |       |
| 14 zoomed    | I zoomed in on the little bird and took the photo. |       |
| 15 bought    | I bought a new t-shirt.                            |       |
| 16 bright    | The sun is really bright today.                    |       |
| 17 around    | The dog chased the cat around the yard.            |       |
| 18 grown     | Our puppy is nearly full grown.                    |       |
| 19 bare      | Baby kangaroos are born bare.                      |       |
| 20 rabbit    | She calls her rabbit Mopsy.                        |       |
| 21 tadpoles  | Tadpoles turn into frogs.                          |       |
| 22 circle    | A circle is a round shape.                         |       |
| 23 carmel    | You can see carmel in sandy deserts.               |       |
| 24 lioness   | The lioness chased the zebra.                      |       |

- **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.

**High-Frequency Word Test - Student Response Sheet**

|       |           |         |           |          |
|-------|-----------|---------|-----------|----------|
| about | could     | three   | new       | always   |
| each  | would     | number  | after     | live     |
| don't | really    | almost  | hear      | every    |
| our   | help      | want    | think     | before   |
| also  | something | because | white     | even     |
| high  | move      | someone | near      | should   |
| over  | next      | show    | different | another  |
| grow  | old       | around  | through   | between  |
| ever  | mean      | answer  | few       | once     |
| take  | time      | right   | jump      | thing    |
| day   | make      | large   | two       | together |
| name  | word      | any     | only      | tell     |

High-Frequency Word

- **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.

**Pseudo-Word Decoding Test - Student Response Sheet**

|          |          |         |         |         |
|----------|----------|---------|---------|---------|
| thep     | whuk     | phen    | stram   | ife     |
| wrab     | scis     | queb    | dren't  | knif    |
| brawk    | claul    | kister  | shead   | frall   |
| thoom    | gought   | wight   | tround  | clook   |
| lare     | sowest   | binely  | megful  | oplless |
| dlighten | unkeet   | disvat  | remurt  | inval   |
| binod    | miskup   | overbot | prelup  | runplay |
| dlandhit | bolllide | jarfen  | frittle | mentus  |
| vamel    | mion     |         |         |         |

Pseudo-Word Decoding

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 L  
(Intervention 20 - 22)

Blue = Level M  
(Intervention 23 - 24)

There are no pseudowords that relate directly to levels L and M. These levels teach vocabulary not decoding skills.

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.

Assign a reading level.

| High-Frequency Word Test – Check Sheet |           |         |           |          |
|--|-----------|---------|-----------|----------|
| Name:                                  |           | Date:   |           |          |
| about                                  | could     | three   | new       | always   |
| each                                   | would     | number  | after     | live     |
| don't                                  | really    | almost  | hear      | every    |
| our                                    | help      | want    | think     | before   |
| also                                   | something | because | white     | even     |
| high                                   | move      | someone | near      | should   |
| over                                   | next      | show    | different | another  |
| grow                                   | old       | around  | through   | between  |
| ever                                   | mean      | answer  | few       | once     |
| take                                   | time      | right   | jump      | thing    |
| day                                    | make      | large   | two       | together |
| name                                   | word      | any     | only      | tell     |

Red = Level L Blue = Level M

11

| Pseudo-Word Test – Check Sheet |          |          |          |
|--------------------------------|----------|----------|----------|
| Name:                          |          | Date:    |          |
| Word                           | Response | Word     | Response |
| sheep                          | 3        | sowest   | 6        |
| whisk                          | 3        | birely   | 5        |
| phen                           | 3        | megful   | 6        |
| stom                           | 5        | opless   | 5        |
| svif                           | 3        | slighen  | 5        |
| werop                          | 3        | unkweel  | 5        |
| icob                           | 3        | dtiwat   | 6        |
| tuqeb                          | 3        | remurf   | 5        |
| clern'l                        | 5        | inval    | 5        |
| frail                          | 4        | binoad   | 5        |
| brawk                          | 4        | mkisup   | 6        |
| doul                           | 3        | overboat | 6        |
| kister                         | 5        | prekup   | 6        |
| ghread                         | 3        | nurpaly  | 6        |
| clack                          | 4        | drandhit | 7        |
| lthoom                         | 3        | bralfie  | 5        |
| goughl                         | 3        | jarfen   | 5        |
| wightl                         | 3        | lrittle  | 5        |
| tround                         | 5        | menus    | 5        |
| plown                          | 4        | vamel    | 5        |
| lare                           | 3        | mion     | 4        |

There are no pseudowords that relate directly to levels L and M. These levels teach vocabulary not decoding skills.

Pink = Level F Turquoise = Level G Green = Level H Red = Level I Blue = Level J  
Green = Level K

19

**Placement Passage M**  
**The Scary Fun-Time Theme Park**



I belong to a large family. This year all my aunts, uncles and cousins got together to visit a theme park. The only two people who couldn't come were my grandparents. We e-mailed each other for weeks trying to work out how many days we could spend at the theme park. Then it was hours on the Internet looking for any sites that would tell us all the things we wanted to know.

The name of the theme park we chose to visit was The Scary Fun-Time Park. The web site said was were a bunch of roller coasters we could ride. There was a ghost train ride where we'd be chased by hordes of bats and a jungle safari ride where herds of wild animals would charge at us. You could also canoe through a canyon full of sharks!

All we had to do now was to sign up on-line. choose a good word for a password, and buy the tickets. I can't wait!

24

Student Oral Reading Passage

**Placement Passage M Check Sheet**  
**The Scary Fun-Time Theme Park**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*I belong to a large family. This year all my aunts, uncles and cousins got together to visit a theme park. The only two people who couldn't come were my grandparents. We e-mailed each other for weeks trying to work out how many days we could spend at the theme park. Then it was hours on the Internet looking for any sites that would tell us all the things we wanted to know.*

*The name of the theme park we chose to visit was The Scary Fun-Time Park. The web site said there was a bunch of roller coasters we could ride. There was a ghost train ride where we'd be chased by hordes of bats and a jungle safari ride where herds of wild animals would charge at us. You could also canoe through a canyon full of sharks!*

*All we had to do now was to sign up on-line. choose a good word for a password, and buy the tickets. I can't wait!*

**Comprehension Questions**

**Literal**  
Who couldn't go on the trip?  
Where did they find out the information about theme parks?  
What was the name of the theme park they chose to visit?  
What would chase them on the ghost-train ride?  
**Inferential**  
Which would be the scariest ride? Why?  
Which wild animals would chase you on a jungle safari ride?  
What other rides could you have in a Scary Fun-Time Theme Park?  
How many days do you think you would need to try all the rides at this theme park?

**Key**  
New skills for Level M  
Previously taught skills  
New High-frequency words for Level M  
Previously taught high-frequency words  
Context/content words

25

Score Sheet

| Placement Passage M – Data Point Sheet   |                          |  |  |
|--|--------------------------|--|--|
| The Scary Fun-Time Theme Park  |                          | Name: _____ Date: _____                    |  |
| Word Count   | 167                      | Level                                      | M                                      |
| Number of Errors   | <input type="checkbox"/> | 0-9 errors: 95-100% accuracy               | test is easy test at Level K           |
| Type of Error  | <input type="checkbox"/> | 10-21 errors: 87-94% accuracy              | test is instructional (not at Level I) |
| Red  | <input type="checkbox"/> | 22+ errors: 66-86% accuracy                | test is difficult test at Level I      |
| Green  | <input type="checkbox"/> |  |  |
| Blue   | <input type="checkbox"/> |  |  |
| Pink   | <input type="checkbox"/> | Self Correction Rate                       | E = SC Ratio                           |
| Brown  | <input type="checkbox"/> | 1:3 - 1:6                                  | good                                   |
|  |                          | 1:7+                                       | needs help                             |
| Comprehension Literal  | <input type="checkbox"/> | Comprehension Inferential                  | <input type="checkbox"/>               |
| Number correct   | <input type="checkbox"/> | Number correct                             | <input type="checkbox"/>               |
| Number partially correct   | <input type="checkbox"/> | Number partially correct                   | <input type="checkbox"/>               |
| Number incorrect   | <input type="checkbox"/> | Number incorrect                           | <input type="checkbox"/>               |
|  |                          | Comprehension Score                        |  |
|  |                          | 7-8 correct / partially correct very good  |  |
|  |                          | 5-6 correct / partially correct good       |  |
|  |                          | 0-4 correct / partially correct needs help |  |
| Fluency  |                          | Oral Fluency Level - Words Read per Minute |  |
|  |                          | DIBELS - 2010 or above sixth percentile    |  |
| Reads fluently with expression   | <input type="checkbox"/> | Fall                                       | Winter                                 |
| Reads with moderate fluency  | <input type="checkbox"/> | First Grade                                | 24-64                                  |
| Reads slowly - word by word  | <input type="checkbox"/> | Second Grade                               | 65+                                    |
|  |                          | Third Grade                                | 80-108                                 |
|  |                          |  | 109+                                   |
|  |                          |  | 110-128                                |
|  |                          |  | 129+                                   |
| Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency |                          |  |  |
| Reading Level  |                          |  |  |
| 26   |                          |  |  |

Data Point Sheet

# 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 | T | A | P | S |
| C | I | F | D | O |
| N | G | R | U | B |
| L | H | E | V | J |
| W | K | Q | X | Z |
| Y | m | t | a | p |
| s | c | i | f | d |
| o | n | g | r | u |
| b | l | h | e | v |
| j | w | k | q | x |
| z | y |   |   |   |

# Alphabet Test – Check Sheet

| Name: |             | Date:        |      |
|-------|-------------|--------------|------|
|       | Letter Name | Letter Sound | Word |
| Mm    |             |              |      |
| Tt    |             |              |      |
| Aa    |             |              |      |
| Pp    |             |              |      |
| Ss    |             |              |      |
| Cc    |             |              |      |
| ll    |             |              |      |
| Ff    |             |              |      |
| Dd    |             |              |      |
| Oo    |             |              |      |
| Nn    |             |              |      |
| Gg    |             |              |      |
| Rr    |             |              |      |
| Uu    |             |              |      |
| Bb    |             |              |      |
| Ll    |             |              |      |
| 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

|       |           |         |           |          |
|-------|-----------|---------|-----------|----------|
| about | could     | three   | new       | always   |
| each  | would     | number  | after     | live     |
| don't | really    | almost  | hear      | every    |
| our   | help      | want    | think     | before   |
| also  | something | because | white     | even     |
| high  | move      | someone | near      | should   |
| over  | next      | show    | different | another  |
| grow  | old       | around  | through   | between  |
| ever  | mean      | answer  | few       | once     |
| take  | time      | right   | jump      | thing    |
| day   | make      | large   | two       | together |
| name  | word      | any     | only      | tell     |

# High-Frequency Word Test – Check Sheet

Name:

Date:

|       |           |         |           |          |
|-------|-----------|---------|-----------|----------|
| about | could     | three   | new       | always   |
| each  | would     | number  | after     | live     |
| don't | really    | almost  | hear      | every    |
| our   | help      | want    | think     | before   |
| also  | something | because | white     | even     |
| high  | move      | someone | near      | should   |
| over  | next      | show    | different | another  |
| grow  | old       | around  | through   | between  |
| ever  | mean      | answer  | few       | once     |
| take  | time      | right   | jump      | thing    |
| day   | make      | large   | two       | together |
| name  | word      | any     | only      | tell     |

Red = Level L Blue = Level M

# The Spelling Test – Instructions

## Checking on the Student's Ability to Spell Words Using Appropriate Letter Clusters

### 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.

*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 to the word and then write it on the line. 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 spring. Deciduous trees get new leaves in spring. Spring. Write spring.*

### 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:

|    |  |
|----|--|
| 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 |
|----|-------------|--|-------|
| 1  | think       | You have to think very hard to spell some words.   |       |
| 2  | wheel       | Bicycles have two wheels.                          |       |
| 3  | phone       | Can you play games on your phone?                  |       |
| 4  | stripes     | No two zebras have the same stripes.               |       |
| 5  | knee        | You may limp if you hurt your knee.                |       |
| 6  | wrap        | You need to wrap up the birthday present.          |       |
| 7  | scab        | The scab came off her sore finger.                 |       |
| 8  | quickly     | The lioness moved quickly through the grass.       |       |
| 9  | mall        | We go to the mall on Friday.                       |       |
| 10 | haul        | He had to haul the big chair across the room.      |       |
| 11 | squawking   | The sick gull kept on squawking.                   |       |
| 12 | bread       | I like wholemeal bread.                            |       |
| 13 | book        | I just purchased a book on-line.                   |       |
| 14 | zoomed      | I zoomed in on the little bird and took the photo. |       |
| 15 | bought      | I bought a new t-shirt.                            |       |
| 16 | bright      | The sun is really bright today.                    |       |
| 17 | around      | The dog chased the cat around the yard.            |       |
| 18 | grown       | Our puppy is nearly full grown.                    |       |
| 19 | bare        | Baby kangaroos are born bare.                      |       |
| 20 | rabbit      | She calls her rabbit Mopsy.                        |       |
| 21 | tadpoles    | Tadpoles turn into frogs.                          |       |
| 22 | circle      | A circle is a round shape.                         |       |
| 23 | camels      | You can see camels in sandy deserts.               |       |
| 24 | lioness     | The lioness chased the zebra.                      |       |

# 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.

You may also wish to check the students spelling against the skills trace to see if their spelling is keeping pace with their reading.

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. <i>kik</i> for <i>kick</i> , <i>fil</i> for <i>fill</i> , <i>met</i> for <i>meat</i> , <i>spas</i> for <i>space</i> .           | 3     |
| More than one phoneme, but not all phonemes are represented. The phonemes must be represented with phonetically related or conventional letters, e.g. <i>snl</i> for <i>snail</i> .  | 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. <i>tvps</i> for <i>truck</i> , <i>f</i> for <i>fat</i> . | 1     |
| A single letter response that is appropriate but not the initial phoneme e.g. <i>t</i> for <i>wet</i> .  | 1     |
| No response or a random string of letters.   | 0     |

Using points to score gives a truer picture of the student's ability. Sometimes, students can segment some but not all phonemes. students may also know some spelling patterns but not others. Scoring points lets you see which separate sounds or letter clusters the student can or cannot record.

# 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, *ept*, 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 p and the last letter is a t. If I blend the sounds together I get ept. 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, *ife*.

*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 i sound like the beginning of ice. This letter is an f and it has the same sound as the f in fish. The e makes the i have the long sound.*

### **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 *th-e-p* for *thep*.

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. Mark correct those words that have optional pronunciations, e.g. – *plown, gought, clook, shead*.

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 *daul* correctly they receive 3 points. If the student says *dal*, they are awarded 2 points, one for *d* and one for *l*. If the student says *dab, baut* or *bell* 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

ept

ife

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| thep    | whuk    | phen    | stram   | knif    |
| wrab    | scis    | queb    | dren't  | frall   |
| brawk   | daul    | kister  | shead   | clook   |
| thoom   | gought  | wight   | tround  | plown   |
| lare    | sowest  | binely  | megful  | opless  |
| dighten | unkeet  | diswat  | remurt  | inval   |
| binod   | miskup  | overbot | prelup  | runplay |
| dandhit | bollide | jarfen  | frittle | menus   |
| vamel   | mion    |         |         |         |

# Pseudo-Word Test – Check Sheet

Name

Date

| Word     | Response | Word      | Response |
|----------|----------|-----------|----------|
| thep 3   |          | sowest 6  |          |
| whuk 3   |          | binely 5  |          |
| phen 3   |          | megful 6  |          |
| stram 5  |          | opless 5  |          |
| knif 3   |          | dighten 5 |          |
| wrab 3   |          | unkeet 5  |          |
| scis 3   |          | diswat 6  |          |
| queb 3   |          | remurt 5  |          |
| dren't 5 |          | inval 5   |          |
| frall 4  |          | binod 5   |          |
| brawk 4  |          | miskup 6  |          |
| daul 3   |          | overbot 6 |          |
| kister 5 |          | prelup 6  |          |
| shead 3  |          | runplay 6 |          |
| clook 4  |          | dandhit 7 |          |
| thoom 3  |          | bollide 5 |          |
| gought 3 |          | jarfen 5  |          |
| wight 3  |          | frittle 5 |          |
| tround 5 |          | menus 5   |          |
| plown 4  |          | vamel 5   |          |
| lare 3   |          | mion 4    |          |

There are no pseudowords that relate directly to levels L and M. These levels teach vocabulary not decoding skills.

Pink = Level F   Turquoise = Level G   Brown = Level H   Red = Level I   Blue = Level J  
Green = Level K

# 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 L

## Bungee Jumping

Bungee jumping is an extreme sport. It is not for the faint-hearted or timid. You have to be brave even to think about doing a bungee jump. Bungee jumpers jump from high-up places while they are attached to a big elastic cord. The places bungee jumpers leap from can be tall buildings, high bridges, and giant cranes. When the bungee jumper jumps, the cord stretches. The jumper goes right down and then up again as the cord recoils. The jumper keeps going up and down until all the energy in the cord is used up.

Once you make up your mind to do a bungee jump, the first thing to do is to set a day and a time with the people who run the bungee jumps. They will bring you up to the jumping platform. They will put a harness on you. They will take you through the safety rules. This is the time to stay confident and positive, not to be afraid or frightened.

When you are told to jump, **JUMP!**



# Placement Passage L Check Sheet – Bungee Jumping

Name:

Date:

Bungee jumping is an extreme sport. It is not for the faint-hearted or timid. You have to be brave even to think about doing a bungee jump. Bungee jumpers jump from high-up places while they are attached to a big elastic cord. The places bungee jumpers leap from can be tall buildings, high bridges, and giant cranes. When the bungee jumper jumps, the cord stretches. The jumper goes right down and then up again as the cord recoils. The jumper keeps going up and down until all the energy in the cord is used up. Once you make up your mind to do a bungee jump, the first thing to do is to set a day and a time with the people who run the bungee jumps. They will bring you up to the jumping platform. They will put a harness on you. They will take you through the safety rules. This is the time to stay confident and positive, not to be afraid or frightened. When you are told to jump, JUMP!

## Comprehension Questions

Literal

What kind of sport is bungee jumping?  
What can people bungee jump off?  
When does the jumper stop going up and down?  
What do people in charge of bungee jumping do?

Inferential

What does recoils mean?  
What do you think some of the safety rules are?  
What other words could the author have used instead of afraid and frightened?  
Would you like to bungee jump? Why or why not?

Key

New skills for Level L

Previously taught skills

New high-frequency words for Level L

Previously taught high-frequency words

Context/content words

# Placement Passage L – Data Point Sheet

Bungee Jumping

Name:

Date:

Word Count 175 Level L

|  |                      |                                      |  |
|--|----------------------|--------------------------------------|--|
| <b>Number of Errors</b>                                | <input type="text"/> | 0-8 errors<br>95-100% accuracy       | text is easy<br>test at Level M              |
| <b>Type of Error</b>                                   |                      | 9-23 errors<br>87-94% accuracy       | text is instructional<br>instruct at Level L |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 24+ errors<br>66-86% accuracy        | text is difficult<br>test at Level K         |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                                      |  |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |                                      |  |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |                                      |  |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |                                      |  |
|  |                      | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$                          |
|  |                      | 1:3 – 1:6                            | good   |
|  |                      | 1:7+                                 | needs help                                   |

|                          |                      |                          |                      |   |
|--------------------------|----------------------|--------------------------|----------------------|---|
| <b>Comprehension</b>     |                      | <b>Comprehension</b>     |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| <b>Literal</b>           | <input type="text"/> | <b>Inferential</b>       | <input type="text"/> |   |
| Number correct           |                      | Number correct           |                      |   |
| Number partially correct | <input type="text"/> | Number partially correct | <input type="text"/> |   |
| Number incorrect         | <input type="text"/> | Number incorrect         | <input type="text"/> |   |

|                                       |                      |  |          |           |        |
|---------------------------------------|----------------------|--|----------|-----------|--------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |        |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | Fall     | Winter    | Spring |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | First Grade  | N/A      | 34 - 64   | 65 +   |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Second Grade   | 66 - 89  | 90 - 108  | 109 +  |
|                                       |                      | Third Grade  | 97 - 109 | 110 - 128 | 129 +  |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

## Placement Passage M

### The Scary Fun-Time Theme Park



I belong to a large family. This year all my aunts, uncles and cousins got together to visit a theme park. The only two people who couldn't come were my grandparents. We e-mailed each other for weeks trying to work out how many days we could spend at the theme park. Then it was hours on the Internet looking for any sites that would tell us all the things we wanted to know.

The name of the theme park we chose to visit was *The Scary Fun-Time Park*. The web site said there were a bunch of roller coasters we could ride. There was a ghost train ride where we'd be chased by hordes of bats and a jungle safari ride where herds of wild animals would charge at us. You could also canoe through a canyon full of sharks!

All we had to do now was to sign up on-line, choose a good word for a password, and buy the tickets. I can't wait!

# Placement Passage M Check Sheet

## The Scary Fun-Time Theme Park

Name:

Date:

I belong to a large family. This year all my aunts, uncles and cousins got together to visit a theme park. The only two people who couldn't come were my grandparents. We e-mailed each other for weeks trying to work out how many days we could spend at the theme park. Then it was hours on the Internet looking for any sites that would tell us all the things we wanted to know.

The name of the theme park we chose to visit was *The Scary Fun-Time Park*. The web site said there was a bunch of roller coasters we could ride. There was a ghost train ride where we'd be chased by hordes of bats and a jungle safari ride where herds of wild animals would charge at us. You could also canoe through a canyon full of sharks!

All we had to do now was to sign up on-line, choose a good word for a password, and buy the tickets. I can't wait!

### Comprehension Questions

Literal

*Who couldn't go on the trip?*

*Where did they find out the information about theme parks?*

*What was the name of the theme park they chose to visit?*

*What would chase them on the ghost-train ride?*

Inferential

*Which would be the scariest ride? Why?*

*Which wild animals would chase you on a jungle safari ride?*

*What other rides could you have in a Scary Fun-Time Theme Park?*

*How many days do you think you would need to try all the rides at this theme park?*

Key

New skills for Level M

Previously taught skills

New high-frequency words for Level M

Previously taught high-frequency words

Context/content words

# Placement Passage M – Data Point Sheet

The Scary Fun-Time Theme Park Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Word Count** 167 **Level** M

|  |   |  |  |                                      |                     |           |      |      |            |
|--|---|--|--|--------------------------------------|---------------------|-----------|------|------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | <b>0-8 errors</b><br>95-100% accuracy  | text is easy                                 |                                      |                     |           |      |      |            |
| <b>Type of Error</b>                                   |   | <b>9-21 errors</b><br>87-94% accuracy  | text is instructional<br>instruct at Level M |                                      |                     |           |      |      |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | <b>22+ errors</b><br>66-86% accuracy   | text is difficult<br>test at Level L         |                                      |                     |           |      |      |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><b>Self Correction Rate</b><br/>Ratio</td> <td style="width: 40%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7+</td> <td style="text-align: center;">needs help</td> </tr> </table> |  | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$ | 1:3 – 1:6 | good | 1:7+ | needs help |
| <b>Self Correction Rate</b><br>Ratio                   | $\frac{E + SC}{SC}$                                     |  |  |                                      |                     |           |      |      |            |
| 1:3 – 1:6  | good  |  |  |                                      |                     |           |      |      |            |
| 1:7+   | needs help  |  |  |                                      |                     |           |      |      |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |  |  |                                      |                     |           |      |      |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |  |  |                                      |                     |           |      |      |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |  |  |                                      |                     |           |      |      |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension</b><br><b>Literal</b> | <b>Comprehension</b><br><b>Inferential</b> |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                         | Number correct                             | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td>7-8 correct/partially correct</td> <td style="text-align: center;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td style="text-align: center;">good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td style="text-align: center;">needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>             |  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct          | very good                                  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct          | good                                       |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct          | needs help                                 |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct               | Number partially correct                   |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect                       | Number incorrect                           |   |                            |  |                               |           |                               |      |                               |            |

|                                       |  |              |          |           |        |
|---------------------------------------|--|--------------|----------|-----------|--------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |              |          |           |        |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>  |              | Fall     | Winter    | Spring |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | First Grade  | N/A      | 34 - 64   | 65 +   |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Second Grade | 66 - 89  | 90 - 108  | 109 +  |
|                                       |  | Third Grade  | 97 - 109 | 110 - 128 | 129 +  |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

\_\_\_\_\_

**Reading Level**

\_\_\_\_\_

# 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 |
|---------|------------|-------------|------------|--------------|-----------------|----------|------------|---------------|---------------|
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |
|         |            |             |            |              |                 |          |            |               |               |

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

# T.A.P.S.

## Testing, Assessment, Placement System

### Quick60 Set 2 Levels L & M

Permission is given to copy the T.A.P.S. for use with the Quick60 Program

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