



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 F,G,H

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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 F
Page 22	Placement Passage F Check Sheet
Page 23	Placement Passage F Data Point Sheet
Page 24	Placement Passage G
Page 25	Placement Passage G Check Sheet
Page 26	Placement Passage G Data Point Sheet
Page 27	Placement Passage H
Page 28	Placement Passage H Check Sheet
Page 29	Placement Passage H Data Point Sheet
Page 30 – 31	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 write letters and letter clusters. 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 steps	His two steps have the same steps.	
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 loners 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 fish.	
14 blamed	I blamed it 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 carnal	You can see carnals in city streets.	
24 loners	The loners chased the zebra.	

High-Frequency Word

- **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

- **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 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	bollide	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 F
(Intervention 10)

Blue = Level G
(Intervention 11 - 12)

Green = Level H
(Intervention 13 - 14)

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 F Blue = Level G Green = Level H

Pseudo-Word Test – Check Sheet			
Name	Date		
Word	Response	Word	Response
theep	3	sowest	6
whuk	3	binely	5
phan	3	meqful	6
stran	5	opless	5
knif	3	dighiten	5
wrab	3	unkeef	5
scis	3	dsawat	6
queb	3	remurt	5
clren'l	5	inval	5
bral	4	binod	5
brawk	4	msikup	6
daut	3	overbot	6
kister	5	prelup	6
shead	3	rumplay	6
clock	4	dandist	7
thoorn	3	ballide	5
paught	3	jarfen	5
wight	3	fttite	5
tround	5	menus	5
plown	4	vamel	5
lare	3	mion	4

Red = Level F Blue = Level G Green = Level H

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.

Placement Passage H

Squall!



Saul Cook and his sons Peter and Paul were out on their small boat. As they headed home, the weather changed, from fine to a squall. The squall brought wind and rain. They could hear the wind whipping up the waves. Soon, the waves were as high as a wall. Saul fought to keep the boat steady. But every time a wave broke, the boat shook. It almost capsized. Saul called for help just as a very big wave hit the boat. Peter fell and hit his head. Before Paul could grab him, he rolled outside. Paul had to crawl over the deck to haul him back inside. Saul didn't want to think what could have happened if another big wave had hit them, then. As the moon came up, the Coast Guard came to help them. It brought them home. They were safe.

Student Oral Reading Passage

Placement Passage H Check Sheet – Squall!

Name: _____ Date: _____

Saul Cook and his sons Peter and Paul were out on their small boat. As they headed home, the weather changed, from fine to a squall. The squall brought wind and rain. They could hear the wind whipping up the waves. Soon, the waves were as high as a wall. Saul fought to keep the boat steady. But every time a wave broke, the boat shook. It almost capsized. Saul called for help just as a very big wave hit the boat. Peter fell and hit his head. Before Paul could grab him, he rolled outside. Paul had to crawl over the deck to haul him back inside. Saul didn't want to think what could have happened if another big wave had hit them, then. As the moon came up, the Coast Guard came to help them. It brought them home. They were safe.

Comprehension Questions

Literal
What could they hear as they headed home?
What happened every time a wave broke?
Who did Saul call for help?
What happened to Peter?

Inferential
What is a squall?
What does Saul fought to keep the boat steady mean?
What time of day was it when the squall hit?
What might have happened if another wave had hit the boat while Paul was getting to Peter?

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

Score Sheet

Placement Passage H – Data Point Sheet

Squall! Name: _____ Date: _____

Word Count 143 Level H

Number of Errors	<input type="checkbox"/>	0-7 errors 95-100% accuracy	test is easy test at Level G
Type of Error	<input type="checkbox"/>	8-18 errors 87-94% accuracy	test is instructional instruct at Level F
Red new decodable skills	<input type="checkbox"/>	19+ errors 66-86% accuracy	test is difficult test at Level E
Green previously taught skills or word families	<input type="checkbox"/>		
Blue new high-frequency words	<input type="checkbox"/>		
Pink previously taught high-frequency words	<input type="checkbox"/>		
Brown words accessible from context or contrast	<input type="checkbox"/>		

Self Correction Rate Ratio	E + SC "SC" good needs help
1.3 - 1.6	
1.7 +	

Comprehension Literal	Number correct <input type="checkbox"/>	Comprehension Inferential	Number correct <input type="checkbox"/>	Comprehension Score
Number partially correct <input type="checkbox"/>	Number incorrect <input type="checkbox"/>	Number partially correct <input type="checkbox"/>	Number incorrect <input type="checkbox"/>	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 © 2006 at or above 60th percentile:

Reads fluently with expression	<input type="checkbox"/>	First Grade	N/A	Fall	34 - 64	Winter	65 +	Spring	80 - 108
Reads with moderate fluency	<input type="checkbox"/>	Second Grade	66 - 89		90 - 108		119 +		129 +
Reads slowly - word by word	<input type="checkbox"/>	Third Grade	97 - 109		110 - 128				

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

Reading Level _____

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 F Blue = Level G Green = Level H

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	

Red = Level F Blue = Level G Green = Level H

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 F

My Bike Accident

Today was the day of the Spring Bike Race. The thing I like about this race is that it gives you a real thrill. You ride up and down three hills. You ride over trails. The race ends up with a sprint to the line. I knew I could win today. I was in about third place when it happened. My wheel hit something. It threw me and my bike into the white tape, and down the hill. I lay sprawled out on the ground below. I was hurt. I hit my head. I sprained my thigh and my thumb. Some people watching wanted to phone for the ambulance. They said I should go to the hospital and get checked out. I said, "Thank you, but I think I'll be okay." The bad thing was, I didn't win the Spring Bike Race this time. The good thing was, I didn't need a new bike.



Placement Passage F Check Sheet – My Bike Accident

Name:

Date:

Today was the day of the Spring Bike Race.

The thing I like about this race is
that it gives you a real thrill.

You ride up and down three hills.

You ride over trails.

The race ends up with a sprint to the line.

I knew I could win today.

I was in about third place when it happened.

My wheel hit something.

It threw me and my bike into the white tape,
and down the hill.

I lay sprawled out on the ground below.

I was hurt. I hit my head.

I sprained my thigh and my thumb.

Some people watching wanted to phone
for the ambulance.

They said I should go to the hospital
and get checked out.

I said, "Thank you, but I think I'll be okay."

The bad thing was,

I didn't win the Spring Bike Race this time.

The good thing was,

I didn't need a new bike.

Comprehension Questions

Literal

What caused the accident?

How does the race end up?

What hurt besides the boy's head?

What did the people say?

Inferential

*What time of year does the bike race
take place?*

*What other word could the author have
used instead of sprawled?*

What can happen if you hit your head?

*Why did the boy think it was a good thing
that he didn't need a new bike?*

Key

New skills for Level F

Previously taught skills

New high-frequency words for Level F

Previously taught high-frequency words

Context/content words

Placement Passage F – Data Point Sheet

My Bike Accident

Name:

Date:

Word Count 154 Level F

Number of Errors	<input type="text"/>	0-7 errors 95-100% accuracy	text is easy test at Level G
Type of Error		8-20 errors 87-94% accuracy	text is instructional instruct at Level F
<i>Red</i> new decodable skills	<input type="text"/>	21+ errors 66-86% accuracy	text is difficult test at Level F (Set 1)
<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"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 – 1:6	good
		1:7 +	needs help

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

Fluency		Oral Fluency Level - Words Read per Minute 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 G

Mud Wrestling

There's always mud wrestling
at the Mt. Gay Park Fair.
They map out a mud pit.
The floor is the size of a wrestling ring.
They lay a sheet of plastic on the floor.
They build the walls of sandbags.
The walls are knee-high.
After the walls are built,
they cover them with plastic, too.
They put really wet mud into the pit.
Men and women can wrestle in mud wrestling.
A man can wrestle a man or a woman.
A woman can wrestle a woman or a man.
Each wrestler gets a number.
Each wrestler has to wear proper clothes.
No shoes!
A referee starts the mud-wrestling match.
Wrestlers have to know the rules.
You can lie on your opponent, but don't knee them.
You can wrap your arms around your opponent,
but it's wrong to choke them.
If a wrestler wants to quit, the match is over.
Would you like to try mud wrestling?



Placement Passage

G Check Sheet – Mud Wrestling

Name:

Date:

There's always mud wrestling

at the Mt. Gay Park Fair.

They map out a mud pit.

The floor is the size of a wrestling ring.

They lay a sheet of plastic on the floor.

They build the walls of sandbags.

The walls are knee-high.

After the walls are built,

they cover them with plastic, too.

They put really wet mud into the pit.

Men and women can wrestle in mud wrestling.

A man can wrestle a man or a woman.

A woman can wrestle a woman or a man.

Each wrestler gets a number.

Each wrestler has to wear proper clothes.

No shoes.

A referee starts the mud-wrestling match.

Wrestlers have to know the rules.

You can lie on your opponent, but don't knee them.

You can wrap your arms around your opponent,

but it's wrong to choke them.

If a wrestler wants to quit, the match is over.

Would you like to try mud wrestling?

Comprehension Questions

Literal

How big is the mud pit?

Who can wrestle who?

What aren't you allowed to wear?

What aren't you allowed to do?

Inferential

What are two reasons for wrestlers not being allowed to wear shoes?

Why might a wrestler want to quit?

What would organizers have to take into account before letting a man wrestle a woman?

Would you like to mud wrestle? Why or why not?

Key

New skills for Level G

Previously taught skills

New high-frequency words for Level G

Previously taught high-frequency words

Context/content words

Placement Passage G – Data Point Sheet

Mud Wrestling

Name:

Date:

Word Count 158 Level G

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-8 errors 95-100% accuracy	text is easy test at Level K
Type of Error		9-20 errors 87-94% accuracy	text is instructional instruct at Level J
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	21+ errors 66-86% accuracy	text is difficult test at Level I
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>		

Self Correction Rate	$\frac{E + SC}{SC}$
Ratio	good
1:3 – 1:6	
1:7+	needs help

Comprehension	Comprehension	
Literal	Inferential	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	Number correct	
Number partially correct	Number partially correct	
Number incorrect	Number incorrect	

Fluency	Oral Fluency Level - Words Read per Minute 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"/>	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>	66 - 89	90 - 108	109 +
		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 H

Squall!

Saul Cook and his sons Peter and Paul were out on their small boat.

As they headed home, the weather changed, from fine to a squall.

The squall brought wind and rain.

They could hear the wind whipping up the waves.

Soon, the waves were as high as a wall.

Saul fought to keep the boat steady.

But every time a wave broke, the boat shook.

It almost capsized.

Saul called for help just as a very big wave hit the boat.

Peter fell and hit his head.

Before Paul could grab him, he rolled outside.

Paul had to crawl over the deck to haul him back inside.

Saul didn't want to think what could have happened if another big wave had hit them, then.

As the moon came up, the Coast Guard came to help them.

It brought them home.

They were safe.



Placement Passage H Check Sheet

Squall!

Name:

Date:

Saul Cook and his sons Peter and Paul were out on their small boat. As they headed home, the weather changed, from fine to a squall. The squall brought wind and rain. They could hear the wind whipping up the waves. Soon, the waves were as high as a wall. Saul fought to keep the boat steady. But every time a wave broke, the boat shook. It almost capsized. Saul called for help just as a very big wave hit the boat. Peter fell and hit his head. Before Paul could grab him, he rolled outside. Paul had to crawl over the deck to haul him back inside. Saul didn't want to think what could have happened if another big wave had hit them, then. As the moon came up, the Coast Guard came to help them. It brought them home. They were safe.

Comprehension Questions

Literal

What could they hear as they headed home?

What happened every time a wave broke?

Who did Saul call for help?

What happened to Peter?

Inferential

What is a squall?

What does Saul fought to keep the boat steady mean?

What time of day was it when the squall hit?

What might have happened if another wave had hit the boat while Paul was getting to Peter?

Key

New skills for Level H

Previously taught skills

New high-frequency words for Level H

Previously taught high-frequency words

Context/content words

Placement Passage H – Data Point Sheet

Squall!

Name:

Date:

Word Count 143 Level H

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-7 errors 95-100% accuracy	text is easy test at Level I						
Type of Error		8-18 errors 87-94% accuracy	text is instructional instruct at Level H						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	19+ errors 66-86% accuracy	text is difficult test at Level G						
<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%;">Self Correction Rate Ratio</td> <td style="width: 40%; text-align: center;">$\frac{E + SC}{SC}$</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>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate 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"/>								

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

Fluency	Oral Fluency Level - Words Read per Minute 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"/>	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>	66 - 89	90 - 108	109 +
		97 - 109	110 - 128	129 +

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

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. 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.</p>
Spelling	<p>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.</p>
High-Frequency Words	<p>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.</p>
Pseudo Words	<p>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.</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. Take into account the student's fluency and comprehension levels. Start the student at the lowest level of attainment.</p>

T.A.P.S.

Testing, Assessment, Placement System

Quick60 Set 2 Levels F,G,H

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