



Iversen Publishing
Your Literacy
Intervention and
ELL Specialists

T.A.P.S.

Testing, Assessment,
Placement System

FOUNDATION PROGRAMME

T.A.P.S. Foundation provides you with the tools you need to assess the literacy skills of students starting school and the progress they make over the first year of instruction.

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Introduction

It has been well documented in the literature for the last 20 years that where students are in relation to their age peers at the end of their second year at school is where they remain. Those who have few literacy skills at that time have little chance of catching up.

Today, many students arrive at school with few, if any, literacy skills. Not having these prerequisite skills is not problematic in itself as research continually shows us that they can be successfully taught. Early identification and a strong, systematic teaching programme will ensure that those starting school with few literacy skills will soon catch up with their age peers.

This booklet is designed to provide you with simple tests to assess your students' literacy knowledge. We chose these tests because they are all strong predictors of reading and writing acquisition and development. Vocabulary has a reciprocal relationship with literacy acquisition. The better vocabulary you have, the more you are able to read and understand. The more you read, the more vocabulary you acquire. The same reciprocal relationship is true for phonemic awareness. Knowing alphabet letter names is also a strong predictor of reading and writing success although not causally related. Knowledge of letter names may indicate some minimal knowledge of phonemic awareness as most letter names contain the phoneme it represents. For example, the letter *b* contains the phoneme /b/. Fluent recognition of a bank of high frequency words assists with comprehension.

We have included many tests but you do not need to use all of them both pre and post teaching. We suggest that you use the vocabulary tests, the alphabet test, the word test and the onset and rime tests initially. You should use the others before exiting the students to ensure that they have flexibility in using their newly learned skills.

You may have to spread the testing over two or more sessions depending on the knowledge of your students.

The Vocabulary Test – Instructions

Checking on the Student's Oral Language Vocabulary

The Vocabulary Test covers 13 different vocabulary elements that need to be administered to the students individually. Ensure that all the photos except the one the student is to respond to are covered until after you have asked the questions.

Where there are several acceptable responses, they are written below the question.

Don't use these as prompts.

Introduce and Practise the Task

Invite the student to sit beside you and put him or her at ease.

Explain the task.

Say: *I'm going to show you some photos and ask you some questions about them. I want you to try and answer all the questions. I'll help you with the first one so you know what to do.*

Cover the photo of the man and show the student the practice photo (kitten).

Say – *Do you know what animal this is?*

If the student says *kitten* say – *That's right, it's a kitten.* If the student says *cat*, say – *That's right, it's a baby cat called a kitten.* If the student doesn't respond, say – *What do you think it is?*

If the student still doesn't respond, tell them it's a baby cat called a kitten.

Point to the tail and say – *What's this?*

If the student doesn't respond, say – *What do you think it is?*

If the student still doesn't respond, tell them it's the kitten's tail.

When you're sure the student has understood what to do, that is, look at the photo and answer your questions, administer the task.

Say – *Now I'm going to show you some more photos and I want you to answer the questions all by yourself.*

Administer the Task

1. Naming Body Parts

Uncover the first photo (man in park) and ask the student to look at it.

Point to the following body parts and ask – *What's this?* for each one.

*hair, ear, eye, eyebrow, nose, mouth, cheek, teeth,
chin, neck, elbow, hand, finger, thumb, knee, leg*

Give the student time to respond, then ask them to try it. If there is still no response say – *Okay let's try the next one.*

Mark the correct responses on the check sheet. Write the student's incorrect responses. Mark where the student gave no response.

You may also wish to ask your English Language Learners to name the body parts in their first language. This will tell you which students are lacking in vocabulary in general and which students only have to learn the English nouns.

Practice Photo



1. Naming Body Parts



2. Saying What Some Body Parts Do

Point to the photo and ask –

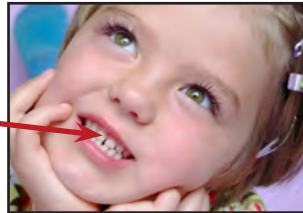
What do you do with your ears?
(listen, hear)



What do you do with your eyes?
(see, look, wink, blink, cry)



What do you do with your mouth?
(eat, taste, talk, breathe out, smile)



What do you do with your nose?
(smell, sniff, blow, breathe in)



What do you do with your feet?
(walk, run, jump, hop, skip, jog)



3. Naming Colours

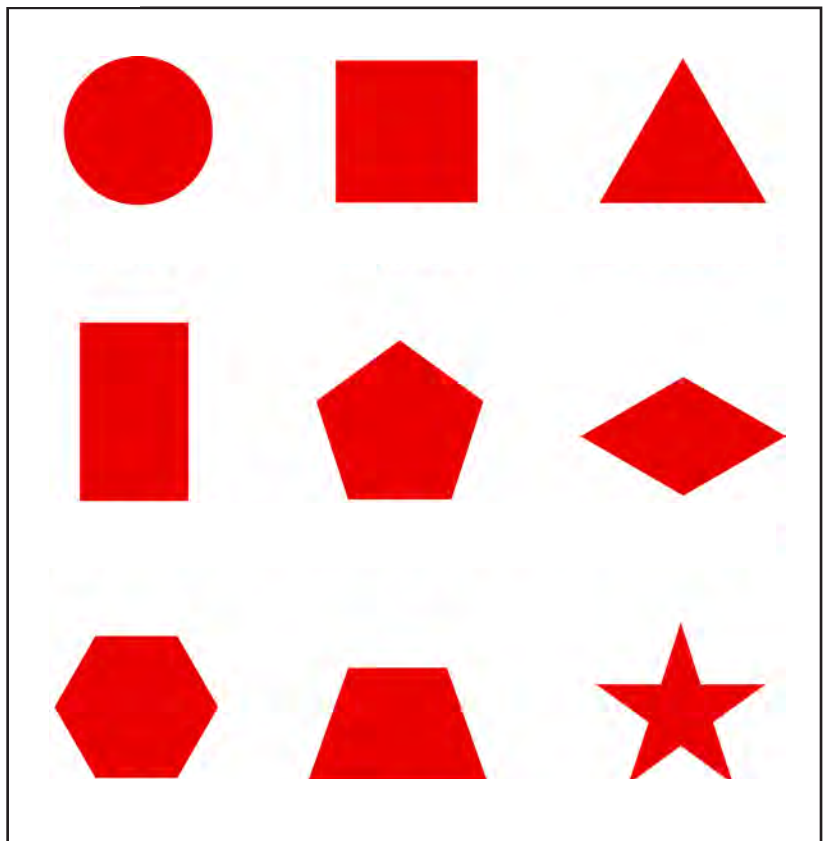
Point to the appropriate colours and ask –
What colour is this?

(red, blue, yellow, green, white, black)



4. Naming Shapes

Point to the circle, square, triangle, rectangle, diamond, star, and ask –
What shape is this?



5. Identifying Position

Point to the photo and ask –

Where are the eggs?
(**in** the nest)



Where are the birds?
(**on** the rock)



Where's the man?
(**under** the car)



Where's the boy?
(**behind** the tree)



Where are the lambs?
(**between** the sheep)



Where's the bowl?
(**beside** the dog)



6. Using Pronouns



Point to the appropriate photo and say –
She's happy.
He's sad.

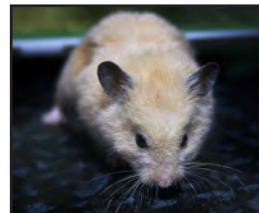
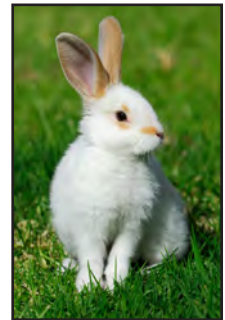


Say – Now tell
me about these
children.



7. Naming Animals

Point to each photo and ask – *What animal is this?*



8. Using Plurals

Point to each photo and say –

One apple
Lots of ...



One shoe
A pair of ...



One bus
Three ...



One child
Two children ...



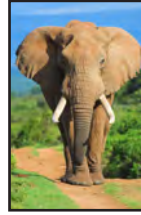
One mouse
Two ...



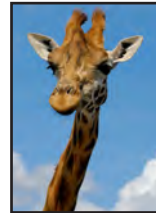
9. Supplying Opposites

Point to each photo and say –

An elephant is big, a bee is ...
(little, tiny, small)



A giraffe is quiet, a lion is ...
(noisy, loud)



A turtle is slow, a cheetah is ...
(speedy, fast, quick)



Stones are hard, flowers are ...
(soft)



A snake is long, a caterpillar is ...
(short)



10. Using Verbs

Point to each photo and ask –

What does this do?

(cut, chop, slice, spread)



What does this do?

(tell the time, tell the date, tell the day of the week, wake you up)



What does this do?

(fly, buzz, sting, make honey)



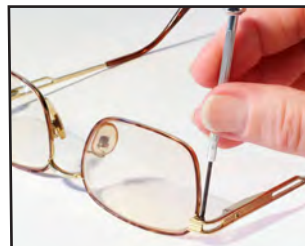
What do these do?

(lock/unlock doors, start cars)



What do these do?

(help you see, make things bigger, make things clearer)



11. Using Negatives

Point to the boy in the lead and say –
This boy will win the race.
Point to the other two boys and say –
These ...
(won't)



Point to the three dogs standing and say – *These dogs are standing.*
Point to the other dog and say –
This one
(isn't)



Point to the bird and say –
This animal can fly
Point to the cow and say –
This one...
(can't)



12. Making Predictions

Point to the photo and ask –
What will happen next?
Prompt for more than one
sentence by saying – *and
then what?*



13. Describing

Point to the photo
and say – *Tell me
what's happening
here.*



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			

The Rime Matching Test – Instructions

Checking on the Student's Ability to Match Rhyming 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 photos and say what they are. I want you to listen carefully and say which words sound the same. It's like in the nursery rhyme, Jack and Jill went up the hill. Jill and hill sound the same, they rhyme. Can you tell me another word that sounds like hill?*
If the student responds correctly say – *You're right. That word sounds the same as hill. It rhymes with hill.*

If the student fails to respond say – *I'll tell you another word that rhymes with hill, it's pill. Pill sounds like hill. Pill and hill rhyme.*

If the student gives a word that doesn't rhyme with *hill* say – *No ... and hill don't sound the same. It's like boat and hill. Boat and hill don't sound the same do they?*

Provide further examples until you're sure the student understands that rhyming words sound the same and non-rhyming words don't sound the same.

If you are unable to establish this - give a 0 for the test.

Once you have established that the student knows the concept of rhyme, administer the practice items.

Administer the Task

Say: *Now we're going to play a game about words that sound the same, about words that rhyme. I'm going to say three words. I want you to listen carefully and tell me which two words sound the same. Show the student the first three photos – sail, snail, boat. Point to each photo and say the word. Have the student point to the photos that rhyme and say the words. Make sure the student says the two words when pointing to the corresponding photos.*

If the student hesitates, say the words and point to the photos again. If the student doesn't respond, say – *Go on, try it.* Praise for the correct response with comments such as – *good job, sail and snail rhyme.* If the student doesn't respond correctly, give corrective feedback. Say – *No sail doesn't sound like boat.*

Give the second practice item, *cat, bell, hat*, with corrective feedback if necessary.

Proceed with the test items. Repeat the item if the student hesitates.

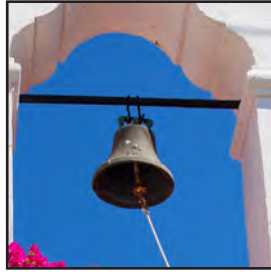
Do not give corrective feedback. Give general praise and encouragement only.

Score the Student's Responses

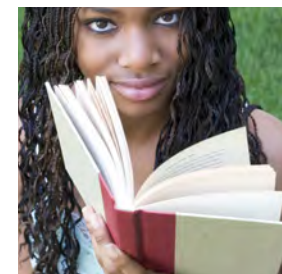
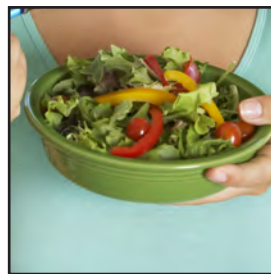
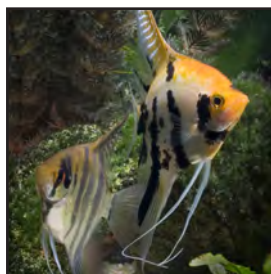
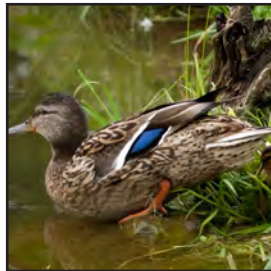
Circle the item on the check sheet that the student does not select.

Score one point for each correct response.

Practice Items



Test Items





The Onset Matching Test – Instructions

Checking on the Student's Ability to Match Words Starting with the Same Sound

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: This time we're going to play a game that's different from the one we just played. This time you're going to tell me words that start with the same sound. Can you say the first sound in your name? Provide help if necessary. Then ask the student if they know any other words that start with the same sound as their name. Provide help if necessary.

Say: Here are some words that start with the same sound – fun, fish. Each word starts with the fff sound. Here are two more words that start with the fff sound – fast, face. Now tell me if these words start with the same sound, mouse, monkey. Do these words start with the same sound, feet, sing. Give corrective feedback if necessary. Say: No feet and sing don't start with the same sound. Feet starts with the fff sound and sing starts with the sss sound.

Provide further examples of matching and non-matching pairs until you're sure that the student understands that some words start with the same sound and some don't.

If you are unable to establish this - give a 0 for the test.

Once you have established that the student knows the concept, administer the practice items.

Administer the Task

Say: Now we're going to play a game about words that start the same. I'm going to say three words. I want you to listen carefully and tell me which two words start the same. Show the student the first three photos – cat, car, bird. Point to each photo and say the word as you point. Have the student point to the photos that start the same and say the words. Make sure the student says the two words when pointing to the corresponding photos.

If the student hesitates, say the words and point to the photos again. If the student doesn't respond, say - *Go on, try it.* Praise for the correct response with comments such as – *good job, cat and car start with the same sound.* If the student doesn't respond correctly, give corrective feedback. Say – *No cat doesn't start the same way as bird.*

Give the second practice item – *hair, palm, pig, with corrective feedback if necessary.*

Proceed with the test items. Repeat the item if the student hesitates.

The items and check sheet are on page 25. You should copy this page before starting the test.

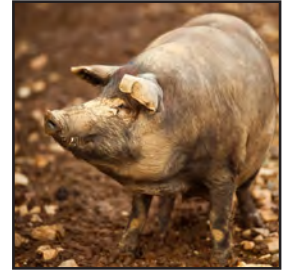
Do not give corrective feedback. Give general praise and encouragement.

Score the Student's Responses

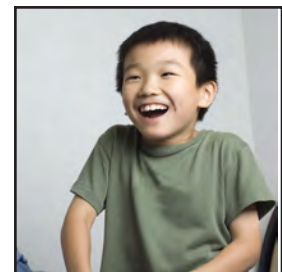
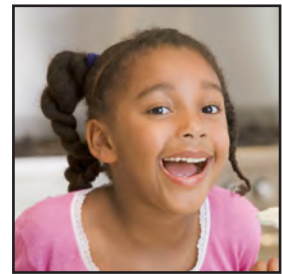
Circle the item on the check sheet that the student does not select.

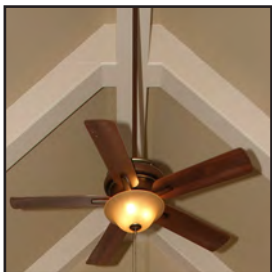
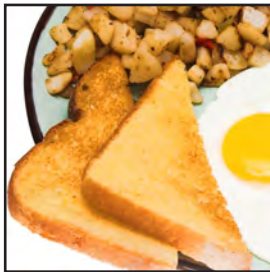
Score one point for each correct response.

Practice Items



Test Items





Initial High-Frequency Word Test – Instructions

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

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 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

a

I

an

the

like

am

it

is

this

we

here

on

my

you

are

in

can

see

she

look

at

will

he

go

and

for

The Phoneme Segmentation Test – Instructions

Checking on the Student's Ability to Break Words into Phonemes

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

Say – *We're going to play another word game. I'm going to say a word and I want you to break the word apart. You're going to tell me each sound in the word in order. It goes like this. If I say old you'll say o - l - d*

Let's try some together. Let's break dad apart. What sound can you hear first?

Say dad again slowly. If the student fails to respond or responds incorrectly supply the sound / d /. Then say – *and the second sound is /a / and the last sound is the same as the first sound, d - a - d. Now you try it.*

If the student responds correctly on the first or second attempt, give general praise and positive feedback, for example – *Good! You broke dad into each part. Now let's try another one. See if you can break get apart.* Praise the student for a correct response.

If the student fails to respond or responds incorrectly provide corrective feedback. If the student says *g - et*, say – *That's a good try. You broke get into two parts but to break it right apart you would have to say g - e - t. Let's try one more. Say ride.*

If the student makes no attempt to all three practice examples, say – *That's the end of this game*, and score 0 for the test. If the student makes an incorrect response to *ride*, provide corrective feedback and proceed with the test items.

Administer the Task

Say each word. If the student gives a correct response give praise but not specific feedback. If the student gives an incorrect response, provide the correct response without comment and move on to the next word.

Record exactly what the student says. Score as correct only the words that the student responds to accurately on his/her own.

Test Items

dog	fine	she	grew	red	sat	lay	zoo
job	ice	top	do				

The Phoneme Blending Test – Instructions

Checking on the Student's Ability to Blend Individual Phonemes into 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.

Introduce the Task

Say – We're going to play another word game. Its a bit like the last game but this time I'm going to say the parts of the words and I want you to put them together and say the word. It goes like this. If I say d-o-g you will say dog.

Let's try some together. See if you can put this word back together. Listen carefully to the sounds as I say them, a-t. Now put the sounds together and say the word.

If the student responds correctly on the first or second attempt, give general praise and positive feedback, for example – *Good! You put a-t together and said the word at. Now let's try another one. See if you can put these sounds together, p-i-g. Praise the student for a correct response. If the student fails to respond or responds incorrectly provide corrective feedback then say, Let's try one more. See if you can put these sounds together to make a word, b-a-d. If the student makes no attempt to all three practice examples, say – That's the end of this game, and score 0 for the test. If the student makes an incorrect response to bad, provide corrective feedback and proceed with the test items.*

Administer the Task

Say the sounds in each word. If the student gives a correct response give praise but not specific feedback. If the student gives an incorrect response, provide the correct response without comment and move on to the next word. Record exactly what the student says. Score as correct only the words that the student responds to accurately on his/her own.

Test Items

m-e b-y k-ee-p n-o-t w-a-ve f-i-sh r-a-ce
ch-i-p f-l-a-t s-w-i-m t-r-u-n-k g-r-a-n-d

The Analogical Transfer Test – Instructions

Checking on the Student’s Ability to Read Words from a Given Example

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 and Administer the Task

Say – *Here are some more words that I’d like to see if you can read.*

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

Point to the first word in the top row and say, *Do you know this word?* If the student responds incorrectly or does not respond at all say, *This word is can.*

Point to the next words in the row one at a time and ask the student to read the words. Provide general encouragement and suggest that the student may like to guess, but do not give any specific help or corrective feedback.

Continue through the rows in the same manner providing corrective feedback for the first word in each row only.

Score one point for each word read correctly. Self corrections are scored as correct. Compute separate scores for known sight words, (the first word in the row if the student reads it correctly without help) and non sight words (the rest of the words in the row). Then compute the total score.

Analogical Transfer Test – Student Response Sheet

can

ran

van

like

bike

hike

pin

kin

din

ham

jam

Sam

will

gill

sill

band

land

hand

sat

fat

rat

not

hot

lot

well

yell

bell

fit

hit

bit

hop

top

pop

jump

dump

lump

Sentence Making Test – Instructions

Checking on the Student's Ability to Construct Sentences from Given Words

Instructions for Administering the Task

You have to administer this task to the students individually.
Type the words for the student to manipulate on a smart board
or cut out the words for the student to move manually.
Set out the high-frequency words informally with upper and lower
case versions where a word may start a sentence.

Introduce and Administer the Task

Say – *Look at these words You know most of them. These are the ones you don't know. Point to and read cat, dog, ant, elephant. Say – Now read the rest of the words to me quickly. You'll notice that some of them start with a capital letter. Point to each word and ask for a response. Say– I want you to use these words to make as many sentences as you can in three minutes. Let's do some together to start with. Watch what I do. Make the sentence, This is a cat. Think aloud as you make the sentence saying such things as What is my sentence? What word will I need first? What word do I need next? Read the sentence and then say to the student, Did you see what I did? I chose the words I needed and put them in order to make a sentence. Put the words back so they can be used again and then say – Now watch while I make another sentence. Make the sentence – Is this an ant? Read the sentence and say – See you can make questions with these words if you want to. Now you do one and I'll help you if I need to. Put the words back and Invite the student to use some of the words to make a sentence. Prompt as much as necessary and give positive feedback and reinforcement as the student works. Have the student read the sentence they made. Allow the student one more practice sentence. Then say – Now I want you to make as many sentences as you can in three minutes. Remember to read your sentence to me when you've made it and to put the words back so you can use them again. Your time starts now! Do not give any more assistance other than to remind the student to read the sentence to you and to put the words back when they have made the sentence. Stop the student after three minutes.*

Write each sentence the student makes on the score sheet. Record the reading.

Sentence Making – Words

cat dog ant elephant

The like am
the a

it an

Here my We
here Is
is

Are Can
are can

This I
this for

Look on you

he see in

she will go

at

and

Dictation Test – Instructions

Checking on the Student's Ability to Write Given Words in a Sentence

Instructions for Administering the Task

You have to administer this task to the students individually.
Give the student the response sheet.

Introduce and Administer the Task

Say – I'm going to read you a story about my cat and my dog. Then I'm going to read it to you again slowly so that you can write it down. You know most of the words and the ones you don't know, you know how to get to. I'm not going to help you because I want to see how much of the story you can write all by yourself.

Read the story to the student at the normal speed and then make a general comment such as – *It's good that my cat and dog like each other because otherwise my dog would be chasing my cat wouldn't he?*

*Say – Now I'm going to read the story to you again slowly
Are you ready to write the first word?*

Dictate each word slowly. If the student is having trouble say –
You know how to write this so try it.

If they still don't respond say – *Let's leave that word and go on to the next one. The next word is...*

Dictation Passage

This is my big dog

Look at him.

Here is my fat cat.

My dog and my cat are on the rug.

My dog likes my cat.

I will go and get some milk for my cat.

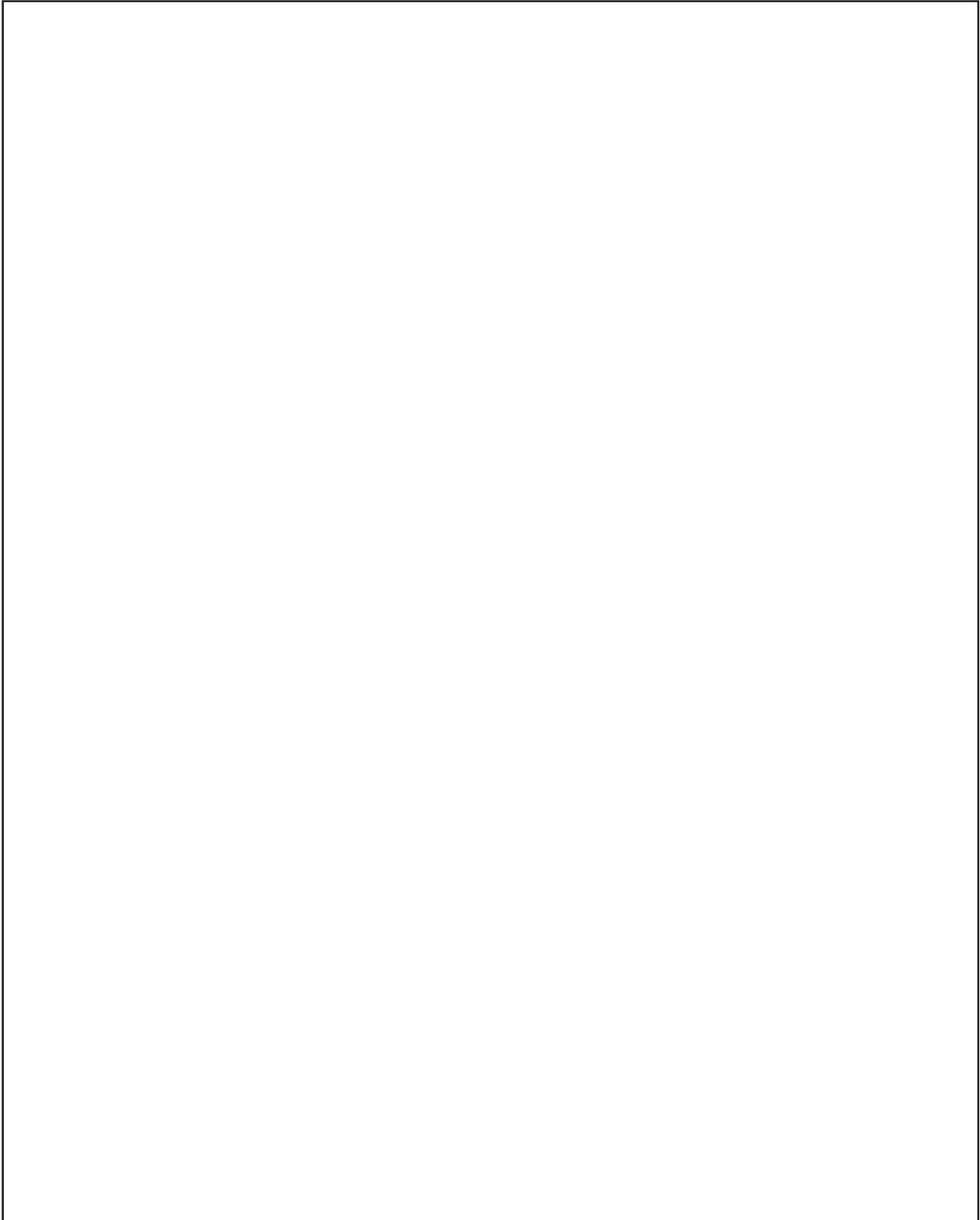
She likes milk.

Record the word and sounds the student writes correctly on the check sheet.

Dictation Test – Student Response Sheet

Name:

Date:



Vocabulary Test – Check Sheet

Name:

Date:

1. Body Parts:								Score: /16	
hair		ear		eye		eyebrow			
nose		mouth		cheek		teeth			
chin		neck		elbow		hand			
finger		thumb		knee		leg			
2. What Body Parts Do:								Score: /5	
ears									
eyes									
mouth									
nose									
feet									
3. Colours:								Score: /6	
red		blue		yellow		green			
white		black							
4. Shapes:								Score: /6	
circle		square		triangle		rectangle			
diamond		star							
5. Position:								Score: /6	
in		on		under		behind			
between		beside							

Vocabulary Test – Check Sheet

Name:

Date:

6. Pronouns:				Score: /2			
he		she					
7. Animals:				Score: /16			
cow		sheep		dog		tiger	
cat		bear		rabbit		giraffe	
elephant		mouse		pig		monkey	
horse		lion		zebra		kangaroo	
8. Plurals:				Score: /5			
apples		shoes		buses		children	
mice							
9. Opposites:				Score: /5			
big		quiet		slow		hard	
long							
10. Verbs:				Score: /5			
knife				clock			
bee				keys			
eye glasses							
11. Negatives:				Score: /3			
won't		isn't		can't			

Total: /75

Vocabulary Test – Check Sheet

Name:

Date:

12. Prediction:

Total: /5 Comment:

13. Description

Total: /5 Comment:

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			
Score:			

Rime Matching Test – Check Sheet

Name:

Date:

sail	snail	boot
cat	bell	hat
sock	duck	truck
egg	pot	leg
fish	dish	book
bus	chick	stick
sand	hand	cup
hen	car	pen
wing	string	map
wall	dog	ball
paw	boat	goat

Score: /9

Onset Matching Test – Check Sheet

Name:

Date:

cat	car	bird
hair	palm	pig
bed	tree	bug
horse	goat	girl
dog	deer	boy
heart	house	frog
man	fish	mouse
mug	post	pup
tail	toast	girl
cake	lamp	lamb
fan	knife	fork

Score: /9

High-Frequency Word Test – Check Sheet

Name:

Date:

a	I	an	the
like	am	it	is
this	we	here	on
my	you	are	in
can	see	she	look
at	will	he	go
and	for		

Score: /26

Phoneme Segmentation Test – Check Sheet

Name:

Date:

Word:	Student Response:	Score:
dog		
fine		
she		
grew		
red		
sat		
lay		
zoo		
job		
ice		
top		
do		

Score: /12

Phoneme Blending Test – Check Sheet

Name:

Date:

Word:	
me	
by	
keep	
not	
wave	
fish	
race	
chip	
flat	
swim	
trunk	
grand	

Score: /12

Analogical Transfer Test – Check Sheet

Name:

Date:

can

ran

van

like

bike

hike

pin

kin

din

ham

jam

Sam

will

gill

sill

band

land

hand

sat

fat

rat

not

hot

lot

well

yell

bell

fit

hit

bit

hop

top

pop

jump

dump

lump

Score: /12

Score: /24

Total Score: /36

Sentence Making Check Sheet

Name:

Date:

Sentences

Score: Number of sentences made

Score: Number of sentences read correctly

Score: Number of different words used

Dictation Check Sheet

This is my big dog.

Look at him.

Here is my fat cat.

My dog and my cat
are on the rug.

My dog likes my cat.

I will go and get some milk
for my cat.

She likes milk.

Individual Check Sheet

Name:

	Check 1	Check 2	Check 3
Body Parts			
Functions of Body Parts			
Colours			
Shapes			
Position			
Pronouns			
Animals			
Plurals			
Opposites			
Verbs			
Negatives			
Prediction			
Description			
Alphabet Letter Name			
Alphabet Letter Sound			
Alphabet Letter Word			
Rime Matching			
Onset Matching			
High Frequency Words			
Phoneme Segmentation			
Phoneme Blending			
Analogical Transfer			
Sentence Making			
Dictation			

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Testing, Assessment, Placement System

Quick60 Foundation Tests

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