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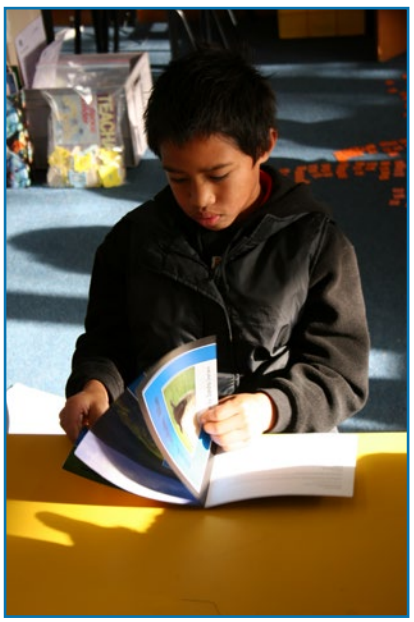
Your Literacy
Intervention
Specialist

T.A.P.S.

Testing, Assessment, Placement System



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

Set 1

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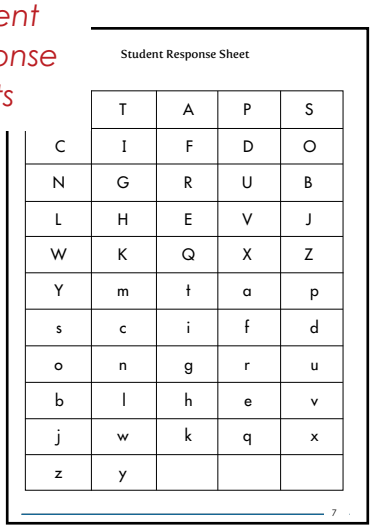
T.A.P.S. Components

Student Response Sheets



Student Response Sheet

	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			

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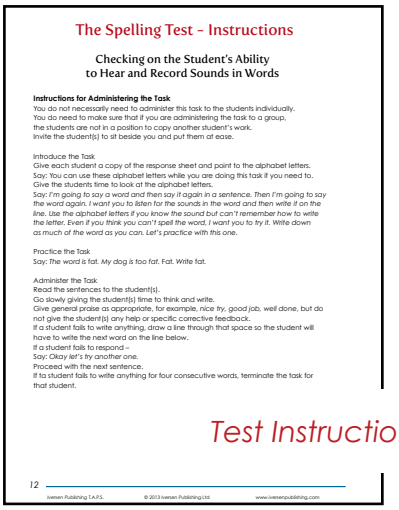
Test Instructions



The Spelling Test – Instructions

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

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

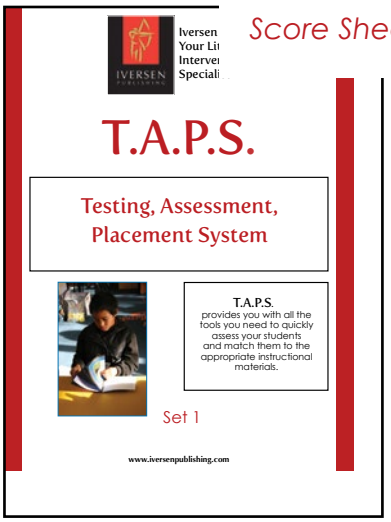
Introduce the Task
Give each student a copy of the response sheet and point to the alphabet letters.
Say: *You can use these alphabet letters while you are doing this task if you need to. Give the students time to look at the alphabet letters.*
Say: *I'm going to say a word and then say it again in a sentence. Then I'm going to say the word again. I want you to listen for the sounds in the word and then write it on the line. Use the alphabet letters if you know the sound but can't remember how to write the letter. Even if you think you can't spell the word, I want you to try it. Write down as much of the word as you can. Let's practice with this one.*

Practice the Task
Say: *The word is fat. My dog is too fat. Fat. Write fat.*

Administer the Task
Read the sentences to the student(s).
Go slowly giving the student(s) time to think and write.
Give general praise as appropriate, for example, *nice try, good job, well done*, but do not give the student(s) any help or specific corrective feedback.
If a student fails to write anything, draw a line through that space so the student will have to write the next word on the line below.
If a student fails to respond –
Say: *Okay let's try another one.*
Proceed with the next sentence.
If to student fails to write anything for four consecutive words, terminate the task for that student.

12

Score Sheets



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Set 1

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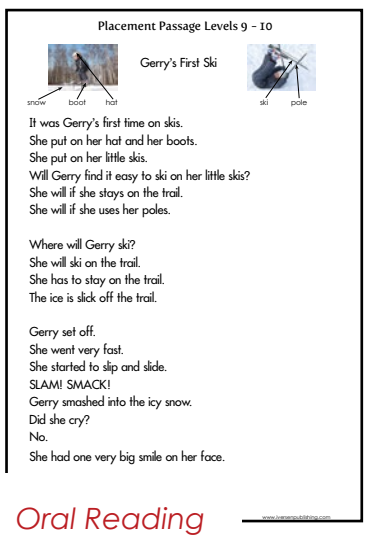
Oral Reading Passages



Placement Passage Levels 9 – 10

Gerry's First Ski

snow boot hat ski pole

It was Gerry's first time on skis.
She put on her hat and her boots.
She put on her little skis.
Will Gerry find it easy to ski on her little skis?
She will if she stays on the trail.
She will if she uses her poles.

Where will Gerry ski?
She will ski on the trail.
She has to stay on the trail.
The ice is slick off the trail.

Gerry set off.
She went very fast.
She started to slip and slide.
SLAM! SMACK!
Gerry smashed into the icy snow.
Did she cry?
No.
She had one very big smile on her face.

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Colour-Coded Check Sheets

Placement Passage Levels 5 – 6 Check Sheet
Mice and Snakes

Name: Date:

What do you know about mice?
Are they black? No.
Are they white? Yes.
What size are mice?
Are they big? No.
Are they small? Yes.
Can mice run? Can mice climb?
What do mice eat?
Do they eat rice? Yes.
Do they eat cake? Yes.
You keep pet mice in a cage.
You catch mice that are not pets in a trap.
What do you know about snakes?
Some snakes are black.
Some snakes are long.
Some snakes are big.
Some snakes are small.
Do they run and climb? No.
Snakes glide and slide.
Do snakes eat rice and cake? No.
But snakes eat mice!

Comprehension Questions
Literal
Are mice big or small?
What do mice eat?
How do snakes move?
Can you describe some snakes?
Inferential
What is the same about mice and snakes?
What are some differences between mice and snakes?
Which would you prefer as a pet, a mouse or a snake? Why?
What are some things you would have to provide for a pet mouse?

Key
New decodable skills for Levels 5 - 6
Previously taught decodable skills
New high-frequency words for Levels 5 - 6
Previously taught high-frequency words
Context/content words

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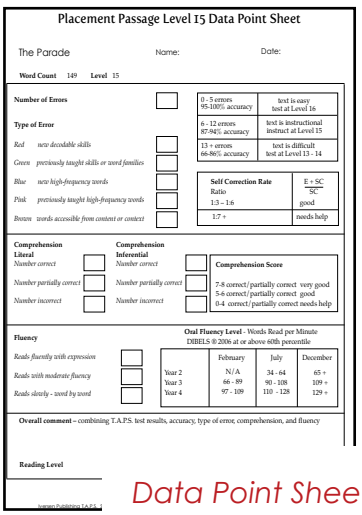
Data Point Sheets



Placement Passage Level 15 Data Point Sheet

The Parade Name: Date:

Word Count 149 Level 15

Number of Errors
0 - 5 errors 95-100% accuracy — text is easy text at Level 16
6 - 12 errors 87-94% accuracy — text is instructional instruct at Level 15
13 + errors 86-86% accuracy — text is difficult text at Level 13 - 14

Type of Error
Red new decodable skills
Green previously taught skills or word families
Blue new high-frequency words
Pink previously taught high-frequency words
Brown words accessible from content or context

Self Correction Rate Ratio 1:3 – 1:6 good; 1:7 + needs help

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

Fluency
Reads fluently with expression
Reads with moderate fluency
Reads slowly - word by word

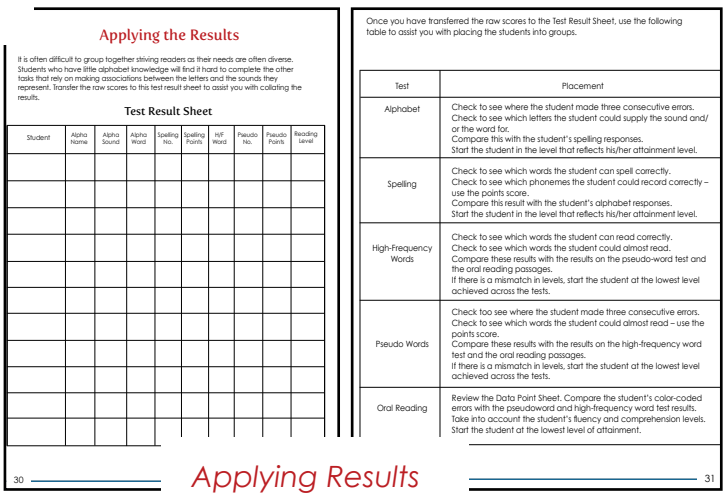
Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

Applying Results



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

30

Once you have transferred the raw scores to the Test Result Sheet, use the following table to assist you with placing the students into groups.

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

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

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

• *Alphabet Test*

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

• *Spelling Test*

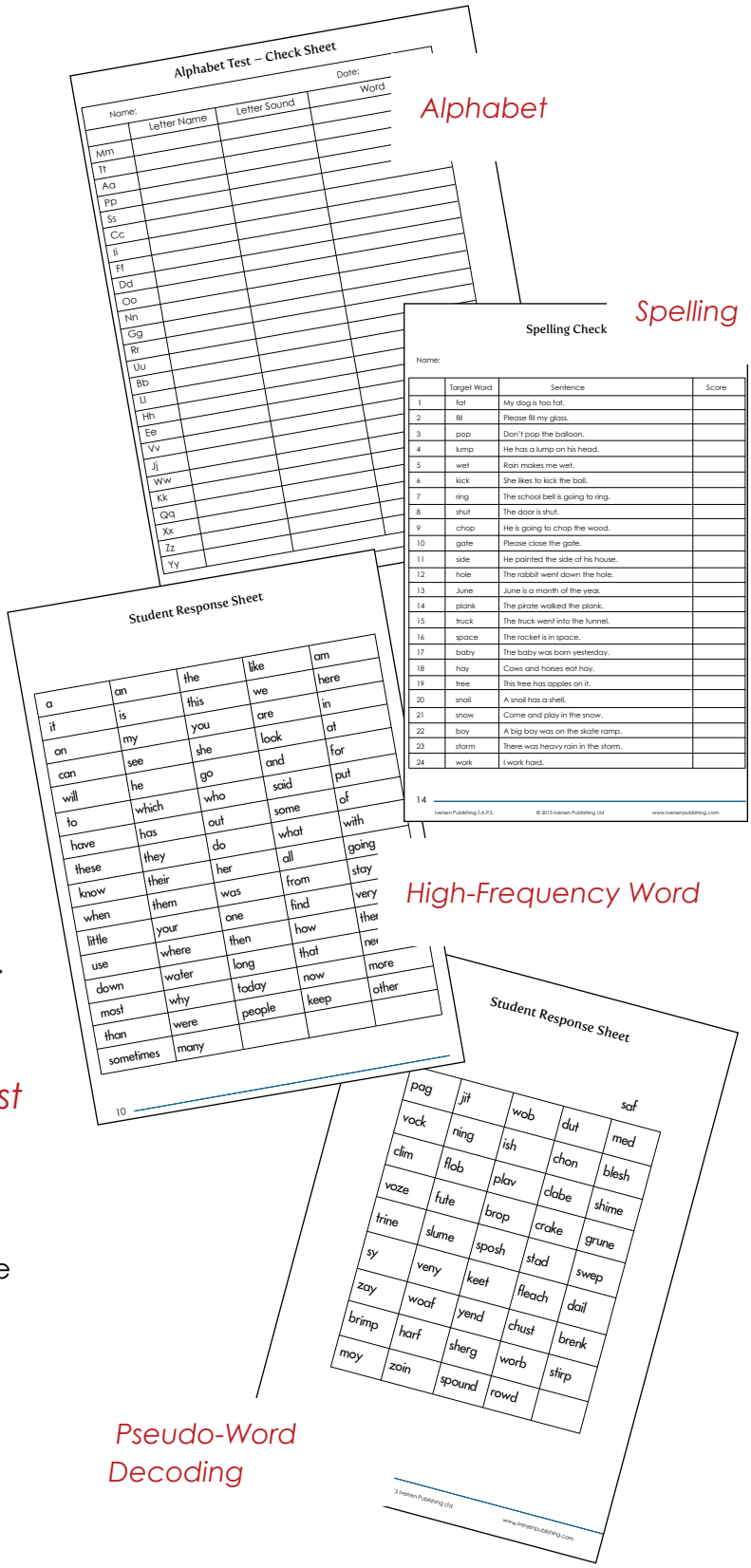
The spelling test is included to assess how well students can translate sounds into letters. Students unable to do this task will have trouble writing unknown words.

• *High-Frequency Word Test*

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

• *Pseudo-Word Decoding Test*

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



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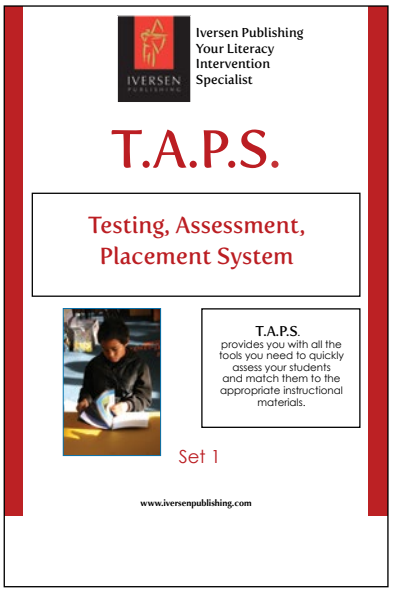
Check the high-frequency words and pseudo-word test results. These are benchmarked against the skills taught at each Quick60 level.

Magenta = Levels 1 - 2
Red = Levels 3 - 5
Yellow = Levels 6 - 8
Blue = Levels 9 - 11
Green = Levels 12 - 14
Orange = Level 15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Set 1

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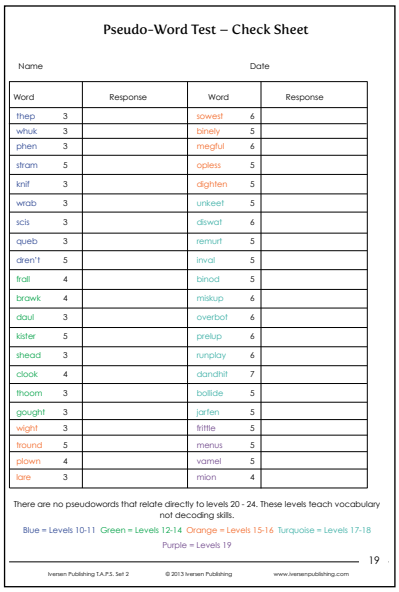
Pseudo-Word Test – Check Sheet

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	
wraib	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 20 - 24. These levels teach vocabulary not decoding skills.

Blue = Levels 10-11 Green = Levels 12-14 Orange = Levels 15-16 Turquoise = Levels 17-18 Purple = Levels 19

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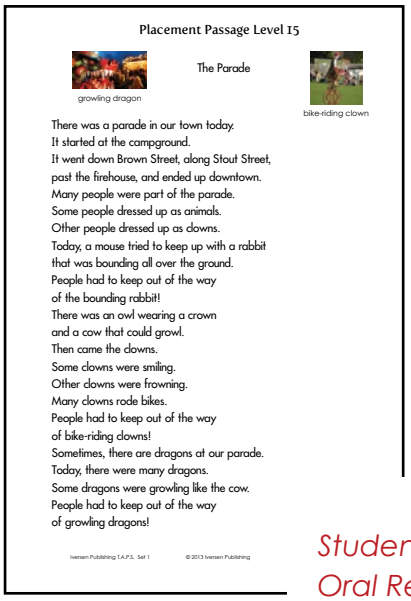
Have the students read the Placement Passage. Circle the words that the student reads incorrectly and note any self-correction behaviour on the check sheet.

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 Level 15

growling dragon

The Parade

bike-riding clown

There was a parade in our town today.
It started at the campground.
It went down Brown Street, along Stout Street,
past the firehouse, and ended up downtown.
Many people were part of the parade.
Some people dressed up as animals.
Other people dressed up as clowns.
Today, a mouse tried to keep up with a rabbit
that was bounding all over the ground.
People had to keep out of the way
of the bounding rabbit!
There was an owl wearing a crown
and a cow that could growl.
Then came the clowns.
Some clowns were smiling.
Other clowns were frowning.
Many clowns rode bikes.
People had to keep out of the way
of bike-riding clowns!
Sometimes, there are dragons at our parade.
Today, there were many dragons.
Some dragons were growling like the cow.
People had to keep out of the way
of growling dragons!

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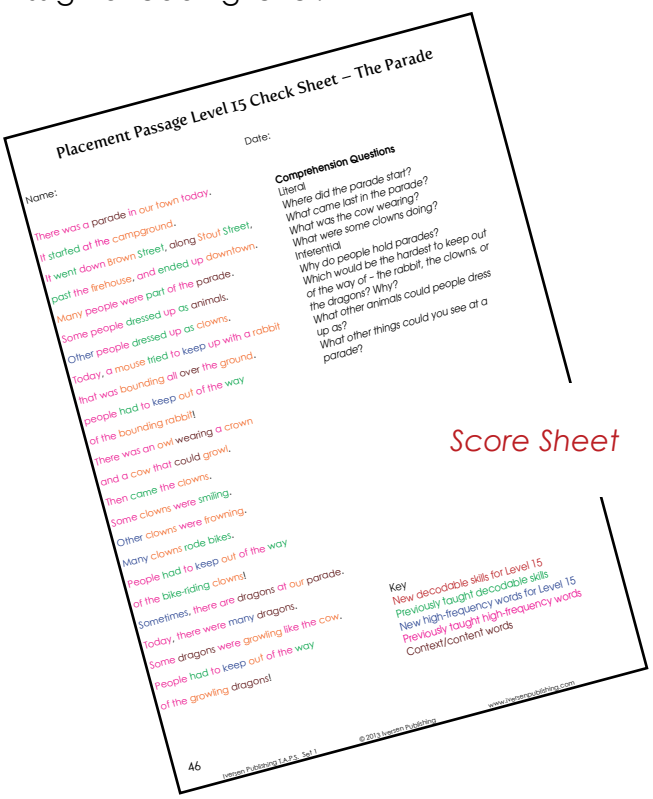
Student Oral Reading Passage


Placement Passage Level 15 Check Sheet – The Parade

Name: Date:

There was a parade in our town today.
It started at the campground.
It went down Brown Street, along Stout Street,
past the firehouse, and ended up downtown.
Many people were part of the parade.
Some people dressed up as animals.
Other people dressed up as clowns.
Today, a mouse tried to keep up with a rabbit
that was bounding all over the ground.
People had to keep out of the way
of the bounding rabbit!
There was an owl wearing a crown
and a cow that could growl.
Then came the clowns.
Some clowns were smiling.
Other clowns were frowning.
Many clowns rode bikes.
People had to keep out of the way
of the bike-riding clowns!
Sometimes, there are dragons at our parade.
Today, there were many dragons.
Some dragons were growling like the cow.
People had to keep out of the way
of the growling dragons!

Comprehension Questions

Literal
Where did the parade start?
What came last in the parade?
What was the cow wearing?
What were some clowns doing?

Inferential
Why do people hold parades?
Which would be the hardest to keep out of the way of – the rabbit, the clowns, or the dragons? Why?
What other animals could people dress up as?
What other things could you see at a parade?

Key
New decodable skills for Level 15
Previously taught decodable skills
New high-frequency words for Level 15
Previously taught high-frequency words
Context/content words

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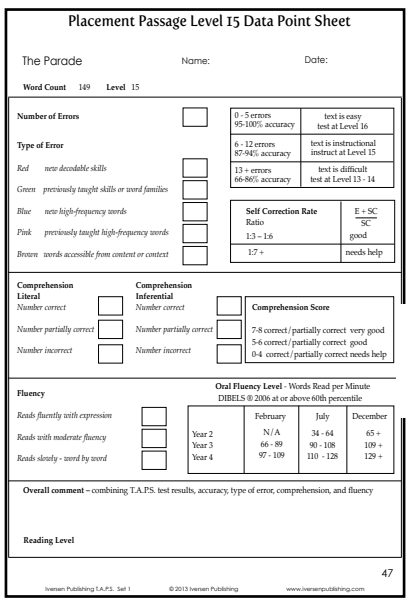
Score Sheet


Placement Passage Level 15 Data Point Sheet

The Parade Name: Date:

Word Count 149 **Level** 15

Number of Errors

0 - 5 errors 95-100% accuracy	text is easy test at Level 16
6 - 12 errors 87-94% accuracy	text is instructional instruct at Level 15
13 + errors 66-86% accuracy	text is difficult test at Level 13 - 14

Type of Error

Red	*new decodable skills*	
Green	*previously taught skills or word families*	
Blue	*new high-frequency words*	
Pink	*previously taught high-frequency words*	
Brown	*words accessible from content or context*	

Self Correction Rate Ratio	E + SC / SC
1:3 – 1:6	good
1:7 +	needs help

Comprehension Literal
Number correct
Number partially correct
Number incorrect

Comprehension Inferential
Number correct
Number partially correct
Number incorrect

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

Fluency
Reads fluently with expression
Reads with moderate fluency
Reads slowly - word by word

Oral Fluency Level - Words Read per Minute DIBELS © 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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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.

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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			

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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			

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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 recognise 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.

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High-Frequency Word Test – Student Response Sheet

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

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High-Frequency Word Test – Check Sheet

Name: Date:

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

Magenta = Levels 1 - 2 Red = Levels 3 - 5 Yellow = Levels 6 - 8 Blue = Levels 9 - 11

Green = Levels 12 - 14 Orange = Level 15

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The Spelling Test – Instructions

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

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

Introduce the Task
Give each student a copy of the response sheet and point to the alphabet letters.
Say: You can use these alphabet letters while you are doing this task if you need to.
Give the students time to look at the alphabet letters.
Say: *I'm going to say a word and then say it again in a sentence. Then I'm going to say the word again. I want you to listen for the sounds in the word and then write it on the line. Use the alphabet letters if you know the sound but can't remember how to write the letter. Even if you think you can't spell the word, I want you to try it. Write down as much of the word as you can. Let's practise with this one.*

Practise the Task
Say: *The word is* fat. *My dog is too fat.* Fat. *Write* fat.

Administer the Task
Read the sentences to the student(s).
Go slowly giving the student(s) time to think and write.
Give general praise as appropriate, for example, *nice try, good job, well done*, but do not give the student(s) any help or specific corrective feedback.
If a student fails to write anything, draw a line through that space so the student will have to write the next word on the line below.
If a student fails to respond –
Say: *Okay let's try another one.*
Proceed with the next sentence.
If a student fails to write anything for four consecutive words, terminate the task for that student.

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Spelling Test – Student Response Sheet

Name: Date:

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

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Spelling Test – Check Sheet

Name: Date:

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

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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 programme you may do this in two ways.

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

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

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

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

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The Pseudo-Word Test – Instructions

Checking on the Student's Ability to Decode Unknown Words

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

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

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

Point to the first practice word, ez, and encourage the student to read the word by sounding it out. If the student says the word correctly, praise him or her.
Say: *That was really good. You know how to look at the letters, work out what sounds they make,and then blend them all together to say the word. You'll be ready to talk to the far-away-planet people in no time at all. See it was really easy wasn't it?*

If the student responds incorrectly or fails to respond after five seconds, demonstrate how to read the word.
Say: *This letter makes an* e *sound like the beginning of* egg, *and this letter is a* z. *If I blend the two sounds together I get* ez. *Now I want you to try another one. Remember, you have to use what you know about the sounds of the letters in the word, and blend them together to say the word.*

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

Praise the student for a correct response.
If the student responds incorrectly or fails to respond after five seconds, demonstrate how to read the word.
Say: *This letter makes an* s *sound like the beginning of* Sunday. *This letter is an* a *and it has the same sound as the* a *in* apple. *The last letter is an* f *like at the beginning of* fish.

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Administer the Task
Slide the sheet of paper down to uncover the first line of words.
Invite the student to read the words.
Say: *I want you to read these words. Don't worry if you think you're wrong because, as I told you, they are not real words like the ones we speak so the way you're saying them could be right. When you've read one line, I'll uncover the next line for you to read.*
Give general praise as appropriate, for example, *nice try, good job, well done*, but do not give specific corrective feedback unless the student reads the words in syllables, for example *juh-i-tuh* for *jit*.
Say: *That's right you got the sounds right, but you need to blend them together to read the word. See if you can say the word with the sounds blended together.*

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

Continue until the student fails to respond correctly to three consecutive words in a word group. Finish the word group recording the student's actual response.
Remove the sheet of paper and ask the student to scan the page for any other words they can read. Mark any words correctly read in the response column of the score sheet.

Score the Student's Responses
If you wish to keep a numerical score to show progress pre and post the Quick60 Reading Programme you may do this in two ways.

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

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

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

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Pseudo-Word Test – Student Response Sheet

ez saf

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

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Pseudo-Word Test – Check Sheet

Name Date

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

Magenta = Levels 1 - 2 Red = Levels 3 - 5 Yellow = Levels 6 - 8 Blue = Levels 9 - 11

Green = Levels 12 - 14 Orange = Level 15

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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 colour-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 Colour-Coded Check Sheet to the Data Point Sheet.

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The Cat and the Rat

A rat got in a van.

The rat sat down.

A cat got in the van.

Can the rat see the cat?

Yes, it can.

The rat ran.

The cat ran.

The rat hid.

Can the cat see the rat?

Yes, it can.

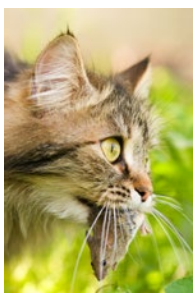
Did the cat get the rat?

Yes, it did.

cat

rat

van



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Placement Passage Level I Check Sheet
The Cat and the Rat

Name: Date:

A rat got in a van

The rat sat down.

A cat got in the van.

Can the rat see the cat?

Yes, it can.

The rat ran

The cat ran.

The rat hid.

Can the cat see the rat?

Yes, it can.

Did the cat get the rat?

Yes, it did.

Comprehension Questions

Literal

Who got in the van first?
Did the cat see the rat in the van?
What did the rat do to get away from the cat?
Did the cat get the rat?

Inferential

Why do you think the cat and the rat were in the van?
Where do you think the rat hid?
Why did the cat chase the rat?
Do cats always chase rats? Why or why not?

Key
New decodable skills for Level 1
Previously taught decodable skills
New high-frequency words for Level 1
Previously taught high-frequency words
Context/content words

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Placement Passage Level 1 Data Point Sheet

The Cat and the Rat Name: Date:

Word Count 52 **Level** 1

Number of Errors ☐

0 - 2 errors 95-100% accuracy	text is easy test at Level 2
3 - 7 errors 87-94% accuracy	text is instructional instruct at Level 1
8 + errors 66-86% accuracy	text is difficult test with Alphabet Books

Type of Error

Red *new decodable skills* ☐

Green *previously taught skills or word families* ☐

Blue *new high-frequency words* ☐

Pink *previously taught high-frequency words* ☐

Brown *words accessible from content or context* ☐

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

Comprehension Literal

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Inferential

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression ☐

Reads with moderate fluency ☐

Reads slowly - word by word ☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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Placement Passage Level 2

Bob and Tom

Bob and Tom are big dogs.

They run and they run.

They have fun!

Bob and Tom run and run.

They get wet.

They have fun!

Bob and Tom dig in the sand.

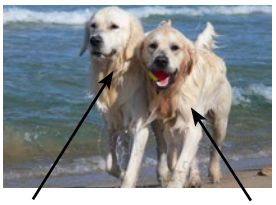
They have fun!

Bob and Tom run and run.

They get hot.

They sleep in the sun.

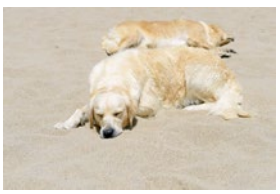
They had fun!



Bob Tom

getting wet

digging in the sand



asleep in the sun

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Placement Passage Level 2 Check Sheet
Bob and Tom

Name: Date:

Bob and Tom are big dogs.

They run and they run.

They have fun!

Bob and Tom run and run.

They get wet.

They have fun!

Bob and Tom dig in the sand.

They have fun!

Bob and Tom run and run.

They are hot.

They sleep in the sun.

They had fun!

Comprehension Questions

Literal

Who are Bob and Tom?
What is the first thing Bob and Tom do?
What do Bob and Tom do in the sand?
What is the last thing Bob and Tom do?

Inferential

How do Bob and Tom get wet?
Why do you think they dig in the sand?
Why are Bob and Tom hot?
How could Bob and Tom cool down?

Key
New decodable skills for Level 2
Previously taught decodable skills
New high-frequency words for Level 2
Previously taught high-frequency words
Context/content words

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Placement Passage Level 2 Data Point Sheet

Bob and Tom Name: Date:

Word Count 53 **Level** 2

Number of Errors ☐

0 - 2 errors 95-100% accuracy	text is easy test at Level 3 - 4
3 - 7 errors 87-94% accuracy	text is instructional instruct at Level 2
8 + errors 66-86% accuracy	text is difficult test at Level 1

Type of Error

Red *new decodable skills* ☐

Green *previously taught skills or word families* ☐

Blue *new high-frequency words* ☐

Pink *previously taught high-frequency words* ☐

Brown *words accessible from content or context* ☐

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

Comprehension Literal

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Inferential

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression ☐

Reads with moderate fluency ☐

Reads slowly - word by word ☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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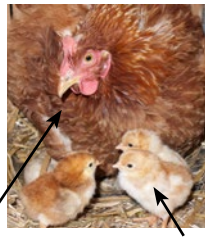
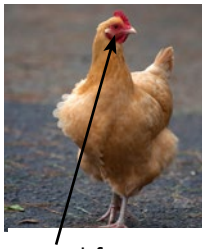


The Hen with the Red Face



The hens and chicks were in the shed.
But a hen got out.
"Which hen got out?" said Jack.
"The hen with the red face," said Jen.
Jack looked for the hen
with the red face.
Jen got a net to catch the hen.
Who will catch the hen? Jack or Jen?
Jen put the net over the hen's wings.
"You will have to pick her up
to put her back in the shed," said Jack.
Jen picked up the hen.
She put the hen back in the shed.

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Placement Passage Levels 3 – 4 Check Sheet
The Hen with the Red Face

Name: Date:

The hens and chicks were in the shed.

But a hen got out.

"Which hen got out?" said Jack.

"The hen with the red face," said Jen.

Jack looked for the hen

with the red face.

Jen got a net to catch the hen.

Who will catch the hen?Jack or Jen?

Jen put the net

over the hen's wings.

"You will have to pick her up

to put her back in the shed," said Jack.

Jen picked up the hen.

She put the hen back in the shed.

Comprehension Questions

Literal

Who got out of the shed?
Who got the net?
Where did Jen put the net?
What did Jack tell Jen to do?

Inferential

Why do you think the hens and chicks were in the shed?
How do you think the hen got out?
Why did Jen put the net over the hen's wings?
Why didn't Jack catch the hen?

Key
New decodable skills for Level 3 - 4
Previously taught decodable skills
New high-frequency words for Levels 3 - 4
Previously taught high-frequency words
Context/content words

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Placement Passage Levels 3 – 4 Data Point Sheet

The Hen with the Red Face Name: Date:

Word Count 89 **Levels** 3 - 4

Number of Errors ☐

0 - 4 errors 95-100% accuracy	text is easy test at Level 5 - 6
5 - 12 errors 87-94% accuracy	text is instructional instruct at Level 3 - 4
13 + errors 66-86% accuracy	text is difficult test at Level 2

Type of Error

Red *new decodable skills* ☐

Green *previously taught skills or word families* ☐

Blue *new high-frequency words* ☐

Pink *previously taught high-frequency words* ☐

Brown *words accessible from content or context* ☐

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

Comprehension Literal

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Inferential

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression ☐

Reads with moderate fluency ☐

Reads slowly - word by word ☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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mice

Mice and Snakes

snake

What do you know about mice?
Are they black? No.
Are they white? Yes.
What size are mice?
Are they big? No
Are they small? Yes.
Can mice run? Can mice climb?
What do mice eat?
Do they eat rice? Yes.
Do they eat cake? Yes.
You keep pet mice in a cage.
You catch mice that are not pets in a trap.

What do you know about snakes?
Some snakes are black.
Some snakes are long.
Some snakes are big, some snakes are small.
Do they run and climb? No.
Snakes glide and slide.
Do snakes eat rice and cake? No.
But snakes eat mice!

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Placement Passage Levels 5 – 6 Check Sheet
Mice and Snakes

Name: Date:

What do you know about mice?

Are they black? No.

Are they white? Yes.

What size are mice?

Are they big? No.

Are they small? Yes.

Can mice run? Can mice climb?

What do mice eat?

Do they eat rice? Yes.

Do they eat cake? Yes.

You keep pet mice in a cage.

You catch mice that are not pets in a trap.

What do you know about snakes?

Some snakes are black.

Some snakes are long.

Some snakes are big.

Some snakes are small.

Do they run and climb? No.

Snakes glide and slide.

Do snakes eat rice and cake? No.

But snakes eat mice!

Comprehension Questions

Literal

Are mice big or small?
What do mice eat?
How do snakes move?
Can you describe some snakes?

Inferential

What is the same about mice and snakes?
What are some differencers between mice and snakes?
Which would you prefer as a pet, a mouse or a snake? Why?
What are some things you would have to provide for a pet mouse?

Key

New decodable skills for Levels 5 - 6
Previously taught decodable skills
New high-frequency words for Levels 5 - 6
Previously taught high-frequency words
Context/content words

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Placement Passage Levels 5 - 6 Data Point Sheet

Mice and Snakes Name: Date:

Word Count 106 **Levels** 5 - 6

Number of Errors ☐

0 - 5 errors 95-100% accuracy	text is easy test at Level 7 - 8
6 - 14 errors 87-94% accuracy	text is instructional instruct at Level 5 - 6
15 + errors 66-86% accuracy	text is difficult test at Level 3 - 4

Type of Error

Red *new decodable skills* ☐

Green *previously taught skills or word families* ☐

Blue *new high-frequency words* ☐

Pink *previously taught high-frequency words* ☐

Brown *words accessible from content or context* ☐

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

Comprehension Literal

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Inferential

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression ☐

Reads with moderate fluency ☐

Reads slowly - word by word ☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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The Crash

Brad drove a big crane.
He drove the crane all day long.
He lifted all the big boxes from a ship
and put them on the dock.
June was on the dock.
She drove a truck.
One day, when Brad was lifting a box,
one of the straps broke.
The box was going to drop.
It was going to crash onto the dock.
It was going to crash into June's truck.
Brad froze!
Luke was on the dock, too.
He ran to June's truck.
He got there just in time.
He grabbed June and dragged her
from her truck.
June was safe.

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Placement Passage Levels 7 – 8 Check Sheet
The Crash

Name: Date:

Brad drove a big crane.

He drove the crane all day long.

He lifted all the big boxes from a ship

and put them on the dock.

June was on the dock.

She drove a truck.

One day, when Brad was lifting a box,

one of the straps broke.

The box was going to drop.

It was going to crash onto the dock.

It was going to crash into June's truck.

Brad froze!

Luke was on the dock, too.

He ran to June's truck.

He got there just in time.

He grabbed June and dragged her

from her truck.

June was safe.

Comprehension Questions

Literal

What does Brad do?
Where does Brad put the boxes?
What does June do?
How did Luke get June out of her truck?

Inferential

Why do you think June was on the dock?
What job do you think Luke does?
What does Brad froze *mean?*
What may have happened if Luke had not been on the dock?

Key

New decodable skills for Levels 7 - 8
Previously taught decodable skills
New high-frequency words for Levels 7 - 8
Previously taught high-frequency words
Context/content words

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Placement Passage Levels 7 – 8 Data Point Sheet

The Crash Name: Date:

Word Count 102 **Level** 7 - 8

Number of Errors ☐

Type of Error

Red *new decodable skills* ☐

Green *previously taught skills or word families* ☐

Blue *new high-frequency words* ☐

Pink *previously taught high-frequency words* ☐

Brown *words accessible from content or context* ☐

0 - 5 errors 95-100% accuracy	text is easy test at Level 9 - 10
6 - 13 errors 87-94% accuracy	text is instructional instruct at Level 7 - 8
14 + errors 66-86% accuracy	text is difficult test at Level 5 - 6

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

Comprehension Literal

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Inferential

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression ☐

Reads with moderate fluency ☐

Reads slowly - word by word ☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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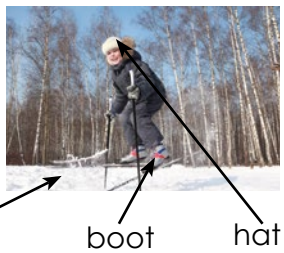
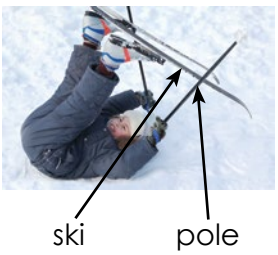


Gerry's First Ski



It was Gerry's first time on skis.
She put on her hat and her boots.
She put on her little skis.
Will Gerry find it easy to ski on her little skis?
She will if she stays on the trail.
She will if she uses her poles.

Where will Gerry ski?
She will ski on the trail.
She has to stay on the trail.
The ice is slick off the trail.

Gerry set off.
She went very fast.
She started to slip and slide.
SLAM! SMACK!
Gerry smashed into the icy snow.
Did she cry?
No.
She had one very big smile on her face.

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Placement Passage Levels 9 – 10 Check Sheet
Gerry's First Ski

Name: Date:

It was Gerry's first time on skis.

She put on her hat and her boots.

She put on her little skis.

Will Gerry find it easy to ski on her little skis?

She will if she stays on the trail.

She will if she uses her poles.

Where will Gerry ski?

She will ski on the trail.

She has to stay on the trail.

The ice is slick off the trail.

Gerry set off.

She went very fast!

She started to slip and slide.

SLAM! SMACK!

Gerry smashed into the icy snow.

Did she cry?

No.

She had one very big smile on her face.

Comprehension Questions

Literal

Where is Gerry?
What will help make it easy for Gerry to ski?
Why does Gerry have to stay on the trail?
Why did Gerry fall over?

Inferential

What does slick *mean?*
Do you think Gerry was on or off the trail when she fell over? Why?
Why didn't Gerry cry?
Would it be easy for you to ski the very first time you tried? Why or why not?

Key

New decodable skills for Levels 9 - 10
Previously taught decodable skills
New high-frequency words for Levels 9 - 10
Previously taught high-frequency words
Context/content words

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Placement Passage Levels 9 – 10 Data Point Sheet

Gerry's First Ski Name: Date:

Word Count 105 **Levels** 9 - 10

Number of Errors ☐

0-5 errors 95-100% accuracy	text is easy test at Level 11 - 12
6-14 errors 87-94% accuracy	text is instructional instruct at Level 9 - 10
15 + errors 66-86% accuracy	text is difficult test at Level 7 - 8

Type of Error

Red *new decodable skills* ☐

Green *previously taught skills or word families* ☐

Blue *new high-frequency words* ☐

Pink *previously taught high-frequency words* ☐

Brown *words accessible from content or context* ☐

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

Comprehension Literal

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Inferential

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression ☐

Reads with moderate fluency ☐

Reads slowly - word by word ☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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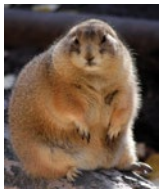
beaver

dam

Dam-Building Beavers

beaver lodge

When beavers are not asleep, they are busy building dams.
Where do beavers build dams?
Beavers build dams in slow-flowing rivers and streams.
They may build dams in very big ditches.
Why do beavers build dams?
Beavers build dams to make a pond of still, deep water.
They need a pond of still, deep water to build their lodges
and keep them safe.
It is easy for beavers to float food
across the pond to their lodge.
How do beavers build dams?
Beavers reach up trees.
They use their big teeth to cut down tree and branches.
Then they use their teeth to tow the long logs
through the water.
They use their tail to help them steer the logs
and branches to the dam site.
Then the beavers pile up the logs and branches
to make the dam.
They fill in the gaps with mud and grass
so the dam does not leak.

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Placement Passage Levels 11 – 12 Check Sheet
Dam-Building Beavers

Name: Date:

When beavers are not asleep,
they are busy building dams.
Where do beavers build dams?
Beavers build dams in slow-flowing rivers
and streams.
They may build dams in very big ditches.
Why do beavers build dams?
Beavers build dams to make a pond of still,
deep water.
They need a pond of still, deep water to
build their lodges and keep them safe.
It is easy for beavers to float food across the
pond to their lodge.
How do beavers build dams?
Beavers reach up trees.
They use their big teeth to cut down trees
and branches.
Then they use their teeth to tow the long
logs through the water.
They use their tail to help them steer the
logs and branches
to the dam site.
Then the beavers pile up the logs and
branches to make the dam.
They fill in the gaps with mud and grass so
the dam does not leak.

Comprehension Questions

Literal

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

Inferential

Why don't beavers build dams in fast-flowing rivers?
Do you think beavers build lodges like they build dams? Why or why not?
What is a good thing about beaver's dam building?
What is a bad thing about beaver's dam building?

Key
New decodable skills for Levels 11 - 12
Previously taught decodable skills
New high-frequency words for Level s 11 - 12
Previously taught high-frequency words
Context/content words

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Placement Passage Levels II – I2 Data Point Sheet

Dam-Building Beavers Name: Date:

Word Count 155 **Levels** 11 - 12

Number of Errors ☐

0 - 7 errors 95 - 100% accuracy	text is easy test at Level 13 - 14
8 - 20 errors 87 - 94% accuracy	text is instructional instruct at Level 11 - 12
21 + errors 66 - 86% accuracy	text is difficult test at Level 9 - 10

Type of Error

Red *new decodable skills* ☐

Green *previously taught skills or word families* ☐

Blue *new high-frequency words* ☐

Pink *previously taught high-frequency words* ☐

Brown *words accessible from content or context* ☐

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

Comprehension Literal

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Inferential

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression ☐

Reads with moderate fluency ☐

Reads slowly - word by word ☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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cross-country runners

The Cross-Country Race

Today was the day of the cross country race.
Most of the boys and girls were running.
Frank and Joy were the best runners
and most people thought one of them would win.
Frank wanted to win more than anything else,
but Joy was soon far ahead.
Then it started to rain.
Joy slipped on the wet soil as she ran down a bank.
She fell down with a thump.
The wet dirt clung to her shirt and shorts.
She got up. Her leg hurt so she couldn't run.
She could only limp.
She heard a noise. It was Frank.
He stopped running.
"I'll help you," he said.
"Now why would you do that?" asked Joy.
"The other runners will pass you.
I can't win the race but you can."
"There's no point in winning a race
when my sister's hurt," said Frank.
"Thank you," said Joy.
"You're a good brother, Frank."

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Placement Passage Levels 13 – 14 Check Sheet – The Cross Country Race

Name: Date:

Today was the day of the cross-country race.

Most of the boys and girls were running.

Frank and Joy were the best runners

and most people thought

one of them would win.

Frank wanted to win more than anything else,

but Joy was soon far ahead.

Then it started to rain.

Joy slipped on the wet soil as she ran

down a bank.

She fell down with a thump.

The wet dirt clung to her shirt and shorts.

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

She could only limp.

She heard a noise. It was Frank.

He stopped running.

"I'll help you," he said.

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

"The other runners will pass you.

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

"There's no point in winning a race

when my sister's hurt," said Frank.

"Thank you," said Joy.

"You're a good brother, Frank."

Comprehension Questions

Literal

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

Inferential

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

Key

New decodable skills for Level s 13 - 14
Previously taught decodable skills
New high-frequency words for Levels 13 - 14
Previously taught high-frequency words
Context/content words

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Placement Passage Levels 13 -14 Data Point Sheet

The Cross-Country Race Name: Date:

Word Count 151 **Levels** 13 - 14

Number of Errors ☐

Type of Error

Red *new decodable skills* ☐

Green *previously taught skills or word families* ☐

Blue *new high-frequency words* ☐

Pink *previously taught high-frequency words* ☐

Brown *words accessible from content or context* ☐

0 - 7 errors 95 - 100% accuracy	text is easy test at Level 15
8 - 19 errors 87-94% accuracy	text is instructional instruct at Level 13 - 14
20 + errors 66-86% accuracy	text is difficult test at Level 11 - 12

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

Comprehension Literal

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Inferential

Number correct ☐

Number partially correct ☐

Number incorrect ☐

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression ☐

Reads with moderate fluency ☐

Reads slowly - word by word ☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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growling dragon

The Parade

bike-riding clown

There was a parade in our town today.
It started at the campground.
It went down Brown Street, along Stout Street,
past the firehouse, and ended up downtown.
Many people were part of the parade.
Some people dressed up as animals.
Other people dressed up as clowns.
Today, a mouse tried to keep up with a rabbit
that was bounding all over the ground.
People had to keep out of the way
of the bounding rabbit!
There was an owl wearing a crown
and a cow that could growl.
Then came the clowns.
Some clowns were smiling.
Other clowns were frowning.
Many clowns rode bikes.
People had to keep out of the way
of the bike-riding clowns!
Sometimes, there are dragons at our parade.
Today, there were many dragons.
Some dragons were growling like the cow.
People had to keep out of the way
of the growling dragons!

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Placement Passage Level 15 Check Sheet – The Parade

Name: Date:

There was a parade in our town today.

It started at the campground.

It went down Brown Street, along Stout Street,

past the firehouse, and ended up downtown.

Many people were part of the parade.

Some people dressed up as animals.

Other people dressed up as clowns.

Today, a mouse tried to keep up with a rabbit

that was bounding all over the ground.

people had to keep out of the way

of the bounding rabbit!

There was an owl wearing a crown

and a cow that could growl.

Then came the clowns.

Some clowns were smiling.

Other clowns were frowning.

Many clowns rode bikes.

People had to keep out of the way

of the bike-riding clowns!

Sometimes, there are dragons at our parade.

Today, there were many dragons.

Some dragons were growling like the cow.

People had to keep out of the way

of the growling dragons!

Comprehension Questions

Literal

Where did the parade start?
What came last in the parade?
What was the owl wearing?
What were some clowns doing?

Inferential

Why do people hold parades?
Which would be the hardest to keep out of the way of – the rabbit, the clowns, or the dragons? Why?
What other animals could people dress up as?
What other things could you see at a parade?

Key

New decodable skills for Level 15
Previously taught decodable skills
New high-frequency words for Level 15
Previously taught high-frequency words
Context/content words

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Placement Passage Level 15 Data Point Sheet

The Parade Name: Date:

Word Count 149 **Level** 15

Number of Errors

Type of Error

Red *new decodable skills*

Green *previously taught skills or word families*

Blue *new high-frequency words*

Pink *previously taught high-frequency words*

Brown *words accessible from content or context*

0 - 7errors 95-100% accuracy	text is easy test at Level 16 Set 2
8 - 19 errors 87-94% accuracy	text is instructional instruct at Level 15
20 + errors 66-86% accuracy	text is difficult test at Level 13 - 14

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

Comprehension Literal

Number correct

Number partially correct

Number incorrect

Comprehension Inferential

Number correct

Number partially correct

Number incorrect

Comprehension Score

7-8 correct/partially correct very good
5-6 correct/partially correct good
0-4 correct/partially correct needs help

Fluency

Reads fluently with expression

Reads with moderate fluency

Reads slowly - word by word

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	February	July	December
Year 2	N/A	34 - 64	65 +
Year 3	66 - 89	90 - 108	109 +
Year 4	97 - 109	110 - 128	129 +

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

Reading Level

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Applying the Results

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

Test Result Sheet

Student	Alpha Name	Alpha Sound	Alpha Word	Spelling No.	Spelling Points	H/F Word	Pseudo No.	Pseudo Points	Reading Level

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Once you have transferred the raw scores to the Test Result Sheet, use the following table to assist you with placing the students into groups.

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

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T.A.P.S.

Testing, Assessment, Placement System

Quick60 Set 1

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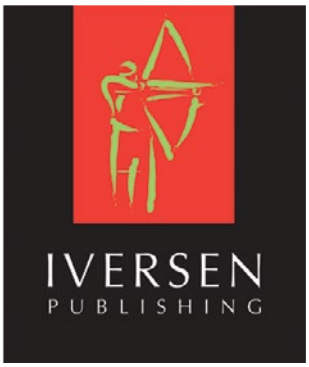
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