

Iversen Publishing
Your Literacy
Intervention
Specialist

T.A.P.S.

Testing, Assessment, Placement System



T.A.P.S.

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

Set 1
Levels G,H,I

www.iversenpublishing.com

Page 3	T.A.P.S. Components
Page 4 – 5	T.A.P.S. Is Easy to Use
Page 6	Alphabet Test Instructions
Page 7	Alphabet Test Student Response Sheet
Page 8	Alphabet Test Check Sheet
Page 9	High-Frequency Word Test Instructions
Page 10	High-Frequency Word Test Student Response Sheet
Page 11	High-Frequency Word Test Check Sheet
Page 12	Spelling Test Instructions
Page 13	Spelling Test Student Response Sheet
Page 14	Spelling Test Check Sheet
Page 15	Spelling Test Scoring Options
Page 16 – 17	Pseudo-Word Test Instructions
Page 18	Pseudo-Word Test Student Response Sheet
Page 19	Pseudo-Word Test Check Sheet
Page 20	Placement Passages Instructions
Page 21	Placement Passage G
Page 22	Placement Passage G Check Sheet
Page 23	Placement Passage G Data Point Sheet
Page 24	Placement Passage H
Page 25	Placement Passage H Check Sheet
Page 26	Placement Passage H Data Point Sheet
Page 27	Placement Passage I
Page 28	Placement Passage I Check Sheet
Page 29	Placement Passage I Data Point Sheet
Page 30 – 31	Applying Results

T.A.P.S. Components

Student Response Sheets

Student Response Sheet

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

www.iversenpublishing.com

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 when 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 the 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). Do 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.

Test Instructions

High-Frequency Word Score Sheets

Name: _____

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			

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

www.iversenpublishing.com

Placement Passage G

Dam-Building Beavers

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 drains. 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.

www.iversenpublishing.com

Placement Passage H Check Sheet – The Cross Country Race

Name: _____ Date: _____

Today was the day of the cross-country race. Most of the boys and girls were running. Frank and Joy were the best runners and most people thought one of them would win.

Frank wanted to win more than anything else, but Joy was soon far ahead. Then it started to rain.

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

She fell down with a thump. His wet shirt 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. "Hi Frank," she said. "How 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 leg's hurt," said Frank. "Thank you," said Joy. "You're a good trader, Frank."

Comprehension Questions

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

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

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

Color-Coded Check Sheets

Data Point Sheet

The Parade Name: _____ Date: _____

Word Count 149 Level 1

Number of Errors 0-5 errors
 6-12 errors
 13+ 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 context or context

Self-Correction Rate
 Ratio 1:3 = 16 good
 1:7 = award help

Comprehension
 Literal Number correct Number partially correct Number incorrect
 Inferential Number correct Number partially correct Number incorrect

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

Fluency
 Reads fluently with expression Reads with moderate fluency Reads slowly - used by hand

Oral Fluency Level - Words Read per Minute (WFR) at 30-60 sec at above 40th percentile

	Fall	Winter	Spring
First Grade	N/A	34-44	45+
Second Grade	66-89	90-108	109+
Third Grade	97-109	110-128	129+

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

Reading Level _____

Data Point Sheets

Oral Reading Passages

Applying the Results

If it is often difficult to group together striking 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 coloring the results.

Test Result Sheet

Student	Alpha Name	Alpha Sound	Alpha Word	Spelling No.	Spelling Points	Inf. Word	Pseudo No.	Pseudo Points	Reading Level

www.iversenpublishing.com

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.

Applying Results

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

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

- **Alphabet Test**

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

Alphabet Test - Check Sheet

Name: _____ Date: _____

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

Alphabet

Spelling

- **Spelling Test**

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

Spelling Check Sheet

Name: _____ Date: _____

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

- **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.

Student Response Sheet

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

High-Frequency Word

- **Pseudo-Word Decoding Test**

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

Student Response Sheet

pag	jit	wob	clut	saf
vock	ning	ish	chon	blesh
clm	flab	plav	clabe	shime
vaze	fute	brap	crake	grune
frine	slume	sposh	stad	swep
sy	very	keet	fleach	dcail
zay	woaf	yend	chust	brenk
brimp	harf	sherg	word	stirp
moy	zoin	spound	rowd	

Pseudo-Word Decoding

Record the results on the check sheets.

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

Red = Level G
(Intervention Levels 11 - 12)

Blue = Level H
(Intervention Levels 13 - 14)

Green = Level I
(Intervention Levels 15)

High-Frequency Word 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			

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

11

Pseudo-Word Check Sheet			
Name:		Date:	
Word	Response	Word	Response
paq	3	spash	4
jl	3	stad	4
wob	3	sweep	4
dut	3	ty	2
med	3	veny	4
vack	3	keef	3
ring	3	feach	4
ish	2	dai	3
chon	3	zay	2
blesh	4	wsoaf	3
clm	4	yenid	4
flab	4	chust	4
plav	4	breuk	5
clabe	4	brimp	5
shime	3	hart	3
vaze	3	sherg	3
tute	3	word	3
brap	4	slrp	4
crake	4	moy	2
grune	4	zoin	3
lrne	4	spound	5
skume	4	rowd	3

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

19

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



Ask the students the comprehension questions.

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

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

Assign a reading level.

Placement Passage I

The Parade

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 growing like the cow. People had to keep out of the way of growing dragons!

Student Oral Reading Passage

Placement Passage I Check Sheet – The Parade

Name: _____ Date: _____

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

Comprehension Questions

Literal
Where did the parade start?
What came last in the parade?
What was the cow wearing?
What was 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 I
Previously taught decodable skills
New high-frequency words for Level I
Previously taught high-frequency words
Context/content words

Score Sheet

Data Point Sheet			
The Parade		Name: _____ Date: _____	
Word Count	149	Level	1
Number of Errors	<input type="checkbox"/>	0-5 errors 95-100% accuracy	test is easy test at Level G
Type of Error	<input type="checkbox"/>	6-12 errors 87-94% accuracy	test is instructional instruct at Level F
Red	<input type="checkbox"/>	13+ errors 66-86% accuracy	test is difficult test at Level E
Green	<input type="checkbox"/>		
Blue	<input type="checkbox"/>		
Pink	<input type="checkbox"/>		
Brown	<input type="checkbox"/>		
Self Correction Rate	<input type="checkbox"/>	E + SC Ratio	good needs help
Comprehension Literal	<input type="checkbox"/>	Comprehension Inferential	<input type="checkbox"/>
Number correct	<input type="checkbox"/>	Number correct	<input type="checkbox"/>
Number partially correct	<input type="checkbox"/>	Number partially correct	<input type="checkbox"/>
Number incorrect	<input type="checkbox"/>	Number incorrect	<input type="checkbox"/>
Comprehension Score		7-8 correct / partially correct very good 5-6 correct / partially correct good 0-4 correct / partially correct needs help	
Fluency		Oral Fluency Level - Words Read per Minute DIBELS © 2006 at or above 60th percentile:	
Reads fluently with expression	<input type="checkbox"/>	Fall	Winter
Reads with moderate fluency	<input type="checkbox"/>	First Grade 66 - 89	34 - 64 65 +
Reads slowly - word by word	<input type="checkbox"/>	Second Grade 97 - 109	80 - 108 109 +
		Third Grade 110 - 128	119 + 129 +
Overall comment - combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency			
Reading Level			

29

Data Point Sheet

The Alphabet Test – Instructions

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

Instructions for Administering the Task

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

Introduce and Explain the Task to the Student

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

Administer the Task

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

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

If a student fails to name a letter –

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

If the student does not respond –

Say: Okay let's try the next one.

Point to the next letter.

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

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

Score the Student's Responses

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

Write down the student's response to incorrect letters.

Note if the student spontaneously corrects an error.

Alphabet Test – Student Response Sheet

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

Alphabet Test – Check Sheet

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

The High-Frequency Word Test – Instructions

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

Instructions for Administering the Task

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

Introduce the Task

Explain the task to the student.

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

Administer the Task

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

Ask the student to read the words.

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

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

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

Say: *You try it.*

If the student fails to respond –

Say: *Okay let's try the next one.*

Point to the next word.

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

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

Score the Student's Responses

Use the check sheet to note which words the student reads correctly.

Write down the student's response to incorrect words.

High-Frequency Word Test – Student Response Sheet

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			

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			

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

The Spelling Test – Instructions

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

Instructions for Administering the Task

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

Introduce the Task

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

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

Practice the Task

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

Administer the Task

Read the sentences to the student(s).

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

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

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

If a student fails to respond –

Say: *Okay let's try another one.*

Proceed with the next sentence.

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

Spelling Test – Student Response Sheet

Name:

Date:

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

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

Spelling Test – Check Sheet

Name:

Date:

	Target Word	Sentence	Score
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.	

Spelling Test – Scoring Options

Score the Student's Responses

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

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

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

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

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

The Pseudo-Word Test - Instructions

Checking on the Student's Ability to Decode Unknown Words

Instructions for Administering the Task

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

Set the Scene

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

Read the Practice Words

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

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

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

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

Say: This letter makes an e sound like the beginning of egg, and this letter is a z. If I blend the two sounds together I get ez. Now I want you to try another one.

Remember, you have to use what you know about the sounds of the letters in the word, and blend them together to say the word.

Point to the second practice word, *saf*.

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

Praise the student for a correct response.

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

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

Administer the Task

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

Invite the student to read the words.

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

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

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

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

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

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

Score the Student's Responses

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

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

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

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

Pseudo-Word Test – Student Response Sheet

ez

saf

pag	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	

Pseudo-Word Test – Check Sheet

Name

Date

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

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

Placement Passages – Instructions

Checking on the Student's Oral Reading

Instructions for Administering the Task

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

Introduce the Task

Explain the task to the student.

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

Administer the Task

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

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

Ask the student to read the passage aloud.

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

Write SC above any word that the student spontaneously corrects.

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

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

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

If the text is obviously too hard, abandon it. Praise the student for their attempt and tell them that it was too hard and you will give them an easier passage to read.

If the student reads the text easily and answers all, or most of the comprehension questions, have them read the passage from the next higher level.

Score the Student's Oral Reading

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

Placement Passage G



beaver



dam

Dam-Building Beavers



beaver lodge

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

Where do beavers build dams?

Beavers build dams in slow-flowing rivers and streams.

They may build dams in very big ditches.

Why do beavers build dams?

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

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

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

How do beavers build dams?

Beavers reach up trees.

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

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

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

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

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

Placement Passage G Check Sheet

Dam-Building Beavers

Name:

Date:

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

Previously taught decodable skills

New high-frequency words for Level G

Previously taught high-frequency words

Context/content words

Placement Passage G – Data Point Sheet

Dam-Building Beavers

Name:

Date:

Word Count 155 Level G

Number of Errors	<input type="text"/>	0-8 errors 95-100% accuracy	text is easy test at Level H
Type of Error		9-20 errors 87-94% accuracy	text is instructional instruct at Level G
<i>Red</i> new decodable skills	<input type="text"/>	21+ errors 66-86% accuracy	text is difficult test at Level F
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 – 1:6	good
		1:7+	needs help

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

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

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

Reading Level

Placement Passage H



cross-country runners

The Cross-Country Race



Frank

Joy

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

Placement Passage H Check Sheet

The Cross Country Race

Name:

Date:

Today was the day of the cross-country race.

Most of the boys and girls were running.

Frank and Joy were the best runners,

and most people thought

one of them would win.

Frank wanted to win more than anything else,

but Joy was soon far ahead.

Then it started to rain.

Joy slipped on the wet soil as she ran

down a bank.

She fell down with a thump.

The wet dirt clung to her shirt and shorts.

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

She could only limp.

She heard a noise. It was Frank.

He stopped running.

"I'll help you," he said.

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

"The other runners will pass you.

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

"There's no point in winning a race

when my sister's hurt," said Frank.

"Thank you," said Joy.

"You're a good brother, Frank."

Comprehension Questions

Literal

What did most people think?

How did Joy come to fall over?

Why couldn't Joy run after she fell over?

Why did Frank stop?

Inferential

Why do you think Frank wanted to win the race more than anything else?

What does limp mean?

What other hazards could there be in a cross-country race?

Do you think Frank would have stopped if Joy hadn't been his sister? Why or why not?

Key

New decodable skills for Level H

Previously taught decodable skills

New high-frequency words for Level H

Previously taught high-frequency words

Context/content words

Placement Passage H – Data Point Sheet

The Cross-Country Race

Name: _____

Date: _____

Word Count 151 **Level H**

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-5 errors 95-100% accuracy	text is easy test at Level I
Type of Error		6-12 errors 87-94% accuracy	text is instructional instruct at Level H
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	13+ errors 66-86% accuracy	text is difficult test at Level G
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>		

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

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

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

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

Reading Level

Placement Passage I



growling dragon

The Parade



bike-riding clown

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

Placement Passage I Check Sheet – The Parade

Name:

Date:

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

Comprehension Questions

Literal

Where did the parade start?

What came last in the parade?

What was the owl wearing?

What were some clowns doing?

Inferential

Why do people hold parades?

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

What other animals could people dress up as?

What other things could you see at a parade?

Key

New skills for Level I

Previously taught skills

New high-frequency words for Level I

Previously taught high-frequency words

Context/content words

Placement Passage I – Data Point Sheet

The Parade

Name:

Date:

Word Count 149 Level I

Number of Errors	<input type="text"/>	0-5 errors 95-100% accuracy	text is easy test at Level J						
Type of Error		6-12 errors 87-94% accuracy	text is instructional instruct at Level I						
<i>Red</i> new decodable skills	<input type="text"/>	13 + errors 66-86% accuracy	text is difficult test at Level H						
<i>Green</i> previously taught skills or word families	<input type="text"/>	<table border="1"> <tr> <td>Self Correction Rate Ratio</td> <td>$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input type="text"/>								
<i>Brown</i> words accessible from content or context	<input type="text"/>								

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

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

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

Reading Level

Applying the Results

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

Test Result Sheet

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

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

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

T.A.P.S.

Testing, Assessment, Placement System

Quick60 Set I Levels G,H,I

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

www.iversenpublishing.com

T.A.P.S.© 2013 Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
886 110th Ave. N #7
Naples
Florida 34106
USA
www.iversenpublishing.com

ISBN 978-1-77540-966-3
10 9 8 7 6 5 4 3 2 1

