

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 D,E,F

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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.

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	worb	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 D
(Intervention Levels 5 - 6)

Blue = Level E
(Intervention Levels 7 - 8)

Green = Level F
(Intervention Levels 9 - 10)

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 D Blue = Level E Green = Level F

Pseudo-Word Check Sheet			
Name:		Date:	
Word	Response	Word	Response
paq	3	spash	4
jl	3	stacd	4
wob	3	swep	4
dut	3	ty	2
med	3	veny	4
vack	3	keef	3
ring	3	feach	4
ish	2	daai	3
chan	3	zay	2
bleth	4	wroaf	3
clm	4	yend	4
flab	4	chust	4
plav	4	brenk	5
clabe	4	brimp	5
shame	3	hart	3
vuae	3	sherg	3
tule	3	worb	3
brasp	4	slfep	4
crake	4	moy	2
glune	4	zoin	3
lrine	4	spound	5
skume	4	rowd	3

Red = Level D Blue = Level E Green = Level F

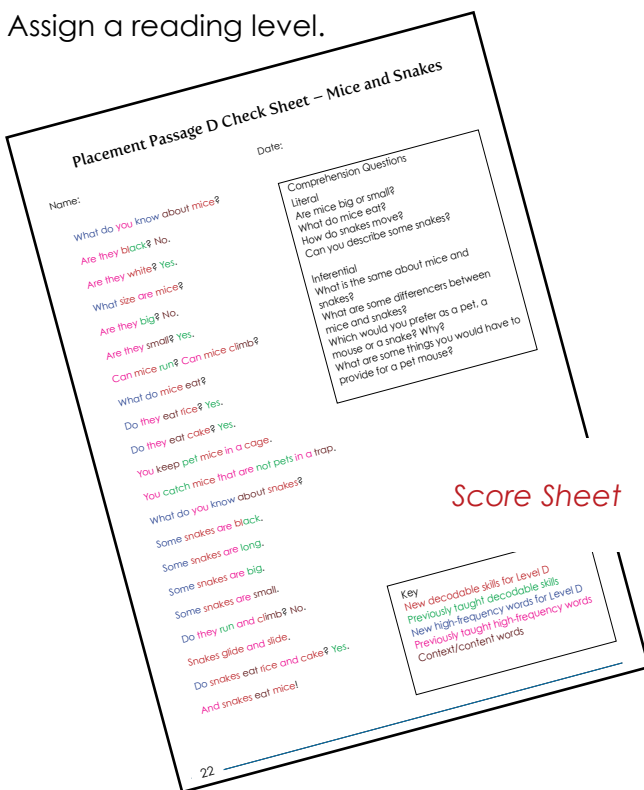
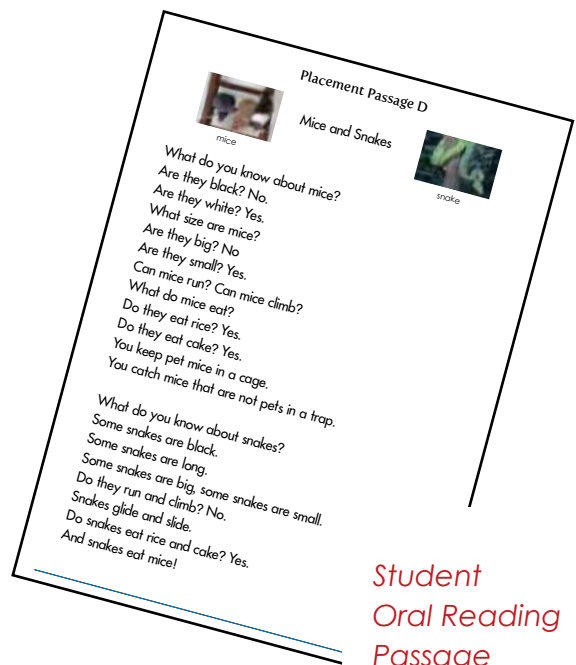
Have the students read the Placement Passage. Circle the words that the student reads incorrectly and note any self-correction behavior on the check sheet.

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.



Student Oral Reading Passage

Score Sheet

Data Point Sheet			
Mice and Snakes		Name: _____ Date: _____	
Word Count	106	Level	D
Number of Errors	<input type="checkbox"/>	0-5 errors 95-100% accuracy	text is easy text at Level E
Type of Error	<input type="checkbox"/>	6-12 errors 87-94% accuracy	text is instructional text at Level D
Red	<input type="checkbox"/>	13+ errors 66-86% accuracy	text is difficult text at Level C
Green	<input type="checkbox"/>		
Blue	<input type="checkbox"/>		
Pink	<input type="checkbox"/>		
Brown	<input type="checkbox"/>		
Self Correction Rate	<input type="checkbox"/>	E = SC SC = good 1:3 - 1:6 1:7+ needs help	
Comprehension Literal	Number correct <input type="checkbox"/>	Comprehension Inferential	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			
Oral Fluency Level - Words Read per Minute DIBELS © 2006 at or above 60th percentile			
Fluency	Reads fluently with expression <input type="checkbox"/>	Fall	Winter
Reads with moderate fluency	<input type="checkbox"/>	First Grade	N/A
Reads slowly - word by word	<input type="checkbox"/>	Second Grade	66 - 89
		Third Grade	90 - 108
			110 - 128
			129 +
Overall comment - combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency			
Reading Level _____			

Data Point Sheet

The Alphabet Test – Instructions

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

Instructions for Administering the Task

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

Introduce and Explain the Task to the Student

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

Administer the Task

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

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

If a student fails to name a letter –

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

If the student does not respond –

Say: Okay let's try the next one.

Point to the next letter.

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

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

Score the Student's Responses

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

Write down the student's response to incorrect letters.

Note if the student spontaneously corrects an error.

Alphabet Test – Student Response Sheet

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

Alphabet Test – Check Sheet

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

The High-Frequency Word Test – Instructions

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

Instructions for Administering the Task

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

Introduce the Task

Explain the task to the student.

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

Administer the Task

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

Ask the student to read the words.

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

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

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

Say: *You try it.*

If the student fails to respond –

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

Point to the next word.

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

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

Score the Student's Responses

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

Write down the student's response to incorrect words.

High-Frequency Word Test – Student Response Sheet

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 D Blue = Level E Green = Level F

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 D Blue = Level E Green = Level F

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 D



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!

Placement Passage D 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 Level D

Previously taught decodable skills

New high-frequency words for Level D

Previously taught high-frequency words

Context/content words

Placement Passage D – Data Point Sheet

Mice and Snakes

Name:

Date:

Word Count 106 Level D

Number of Errors	<input type="text"/>	0-5 errors 95-100% accuracy	text is easy test at Level E
Type of Error		6-12 errors 87-94% accuracy	text is instructional instruct at Level D
<i>Red</i> new decodable skills	<input type="text"/>	13 + errors 66-86% accuracy	text is difficult test at Level C
<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

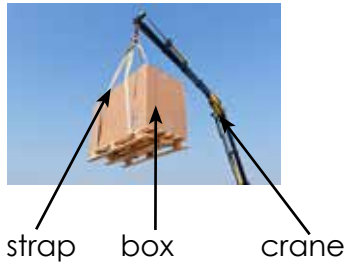
Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>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



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.

Placement Passage E 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 Level E

Previously taught decodable skills

New high-frequency words for Level E

Previously taught high-frequency words

Context/content words

Placement Passage E – Data Point Sheet

The Crash

Name:

Date:

Word Count 102 Level E

Number of Errors	<input type="text"/>	0-5 errors 95-100% accuracy	text is easy test at Level F
Type of Error		6-12 errors 87-94% accuracy	text is instructional instruct at Level E
<i>Red</i> new decodable skills	<input type="text"/>	13 + errors 66-86% accuracy	text is difficult test at Level D
<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		Comprehension		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Literal	<input type="text"/>	Inferential	<input type="text"/>	
Number correct		Number correct		
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

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 F



snow boot hat

Gerry's First Ski



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.

Placement Passage F 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 Level F

Previously taught decodable skills

New high-frequency words for Level F

Previously taught high-frequency words

Context/content words

Placement Passage C – Data Point Sheet

Gerry's First Ski

Name:

Date:

Word Count 105 Level F

Number of Errors	<input type="text"/>	0-5 errors 95-100% accuracy	text is easy test at Level G						
Type of Error		6-12 errors 87-94% accuracy	text is instructional instruct at Level F						
<i>Red</i> new decodable skills	<input type="text"/>	13 + errors 66-86% accuracy	text is difficult test at Level E						
<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 D,E,F

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