



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 A,B,C

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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	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 = Levels A and B
(Intervention Levels 1- 2)

Blue = Level C
(Intervention Levels 3 - 4)

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 A & B Blue = Level C

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Pseudo-Word Test – Check Sheet			
Name:		Date:	
Word	Response	Word	Response
paq	3	spash	4
jl	3	stard	4
wob	3	swep	4
dut	3	ty	2
med	3	veny	4
vack	3	keef	3
ring	3	feach	4
sh	2	dall	3
chon	3	zay	2
blesh	4	wraf	3
clm	4	yenid	4
Bob	4	chust	4
plav	4	breuk	5
clabe	4	brimp	5
shime	3	hart	3
viae	3	sherg	3
tute	3	worb	3
brisp	4	sfrp	4
crake	4	moy	2
glune	4	zoin	3
lrine	4	spound	5
klume	4	rowd	3

Red = Level A Blue = Level B Green = Level C

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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

Placement Passage B – Data Point Sheet			
Bob and Tom		Name: _____ Date: _____	
Word Count	53	Level	B
Number of Errors	<input type="checkbox"/>	0-2 errors 96-100% accuracy	text is easy test at Level F
Type of Error		3-7 errors 87-94% accuracy	text is instructional test at Level E
Red	<input type="checkbox"/>	8+ errors 66-86% accuracy	text is difficult test at Level D
Green	<input type="checkbox"/>		
Blue	<input type="checkbox"/>		
Pink	<input type="checkbox"/>		
Brown	<input type="checkbox"/>		
Self Correction Rate		E + SC	
Ratio	1.3 – 1.6	SC	good
	1.7+		needs help
Comprehension Literal	<input type="checkbox"/>	Comprehension Inferential	<input type="checkbox"/>
Number correct		Number correct	
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	
Reads fluently with expression	<input type="checkbox"/>	DIBELS © 2008 at or above 60th percentile	
Reads with moderate fluency	<input type="checkbox"/>	Fall	Winter
Reads slowly - word by word	<input type="checkbox"/>	First Grade	Spring
		N/A	34 - 44
		66 - 89	90 - 108
		97 - 109	110 - 128
			129 +
Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency			
Reading Level			
26			

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 = Levels A & B Blue = Level C

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 A Blue = Level B Green = Level C

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 A

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



Placement Passage A 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 A

Previously taught decodable skills

New high-frequency words for Level A

Previously taught high-frequency words

Context/content words

Placement Passage A – Data Point Sheet

The Cat and the Rat

Name:

Date:

Word Count 52 Level A

Number of Errors	<input type="text"/>	0-2 errors 95-100% accuracy	text is easy test at Level B
Type of Error		3-7 errors 87-94% accuracy	text is instructional instruct at Level A
<i>Red</i> new decodable skills	<input type="text"/>	8 + errors 66-86% accuracy	text is difficult test with Alphabet Books
<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 B

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

Placement Passage B 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 B

Previously taught decodable skills

New high-frequency words for Level B

Previously taught high-frequency words

Context/content words

Placement Passage B – Data Point Sheet

Bob and Tom

Name:

Date:

Word Count 53 Level B

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-2 errors 95-100% accuracy	text is easy test at Level C						
Type of Error		3-7 errors 87-94% accuracy	text is instructional instruct at Level B						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	8 + errors 66-86% accuracy	text is difficult test at Level A						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Self Correction Rate Ratio</td> <td style="width: 40%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7+</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7+	needs help
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1:3 – 1:6	good								
1:7+	needs help								
<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"/>								

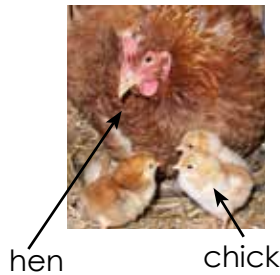
Comprehension Literal	Comprehension Inferential									
Number correct	Number correct	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td>7-8 correct/partially correct</td> <td>very good</td> </tr> <tr> <td>5-6 correct/partially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

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

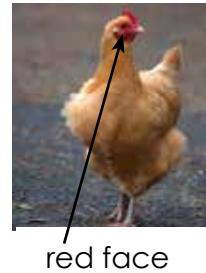
Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Placement Passage C



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.

Placement Passage C 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 C

Previously taught decodable skills

New high-frequency words for Level C

Previously taught high-frequency words

Context/content words

Placement Passage C – Data Point Sheet

The Hen with the Red Face

Name: _____

Date: _____

Word Count 89 Level C

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-4 errors 95-100% accuracy	text is easy test at Level D						
Type of Error		5-12 errors 87-94% accuracy	text is instructional instruct at Level C						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	13 + errors 66-86% accuracy	text is difficult test at Level B						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Self Correction Rate Ratio</td> <td style="width: 40%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
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Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

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
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		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 A,B,C

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

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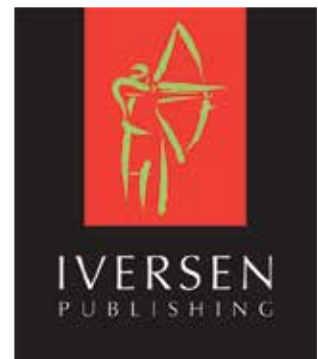
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Specialist

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

Page 3	T.A.P.S. Components
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Page 7	Alphabet Test Student Response Sheet
Page 8	Alphabet Test Check Sheet
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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 D
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Page 30 – 31	Applying Results

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

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

- **Alphabet Test**

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

Alphabet Test - Check Sheet

Name: _____ Date: _____

Letter Name	Letter Sound
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	clail
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	dail	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	harf	3
vrae	3	sherg	3
tule	3	worb	3
brisp	4	sfrp	4
crake	4	moy	2
glune	4	zoin	3
lrne	4	spound	5
skme	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.

Placement Passage D
Mice and Snakes

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? Yes.
And snakes eat mice!

Student Oral Reading Passage

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? Yes.
And 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?

Score Sheet

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

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 <input type="checkbox"/> 6-12 errors 87-94% accuracy text is instructional <input type="checkbox"/> 13+ errors 66-86% accuracy text is difficult																
Type of Error	<input type="checkbox"/> Red new decodable skills <input type="checkbox"/> Green previously taught skills or word families <input type="checkbox"/> Blue new high-frequency words <input type="checkbox"/> Pink previously taught high-frequency words <input type="checkbox"/> Brown words accessible from content or context																
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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 style="width: 50px; height: 25px;" 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> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	13 + errors 66-86% accuracy	text is difficult test at Level C
<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 Ratio	$\frac{E + SC}{SC}$
		1:3 – 1:6	good
		1:7+	needs help

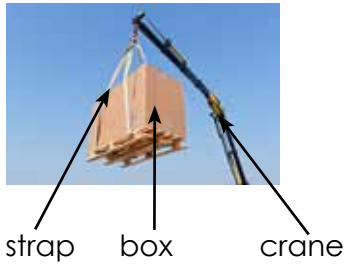
Comprehension Literal	Comprehension Inferential	
Number correct	Number correct	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct	Number partially correct	
Number incorrect	Number incorrect	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile				
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>		Fall	Winter	Spring
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	First Grade	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" 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 Literal Number correct	<input type="text"/>	Comprehension Inferential Number correct	<input type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

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

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

Reading Level

Placement Passage 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 style="width: 50px; height: 25px;" 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 style="width: 50px; height: 25px;" type="text"/>	13 + errors 66-86% accuracy	text is difficult test at Level E						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

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

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

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

Reading Level

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

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

T.A.P.S.

Testing, Assessment, Placement System

Quick60 Set I Levels D,E,F

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

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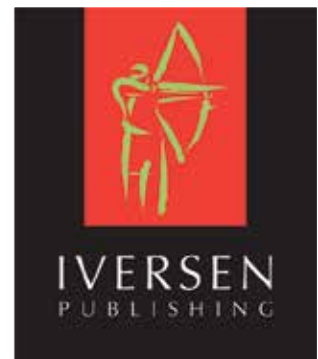
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T.A.P.S.

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

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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	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 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

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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

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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!

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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

28

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 E
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	E + SC
Ratio	"SC"
1:3 - 1:6	good
1:7 +	needs help

Comprehension Literal	Number correct	<input type="checkbox"/>	Comprehension Inferential	Number correct	<input type="checkbox"/>	Comprehension Score
Number partially correct	<input type="checkbox"/>	Number partially correct	<input type="checkbox"/>	7-8 correct / partially correct	very good	
Number incorrect	<input type="checkbox"/>	Number incorrect	<input type="checkbox"/>	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:

		Fall	Winter	Spring
Reads fluently with expression	<input type="checkbox"/>	N/A	34 - 64	65 +
Reads with moderate fluency	<input type="checkbox"/>	66 - 89	90 - 108	109 +
Reads slowly - word by word	<input type="checkbox"/>	97 - 109	110 - 128	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"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Self Correction Rate Ratio</td> <td style="width: 40%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7+</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7+	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7+	needs help								
<i>Blue</i> <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"/>								

Comprehension Literal	Comprehension Inferential									
Number correct	Number correct	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct	Number partially correct									
Number incorrect	Number incorrect									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile				
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>		Fall	Winter	Spring
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	First Grade	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" 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 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 style="width: 50px; height: 25px;" 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> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	13 + errors 66-86% accuracy	text is difficult test at Level H						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Blue</i> <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"/>								

Comprehension Literal	Comprehension Inferential	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
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Number correct	Number correct									
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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

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

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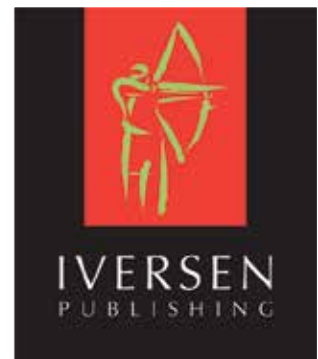
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T.A.P.S. Is Easy to Use

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

Alphabet

Spelling

- **Spelling Test**

The spelling test is included to assess how well students can write letters and letter clusters. Students unable to do this task will have trouble writing unknown words.

Spelling Test - Check Sheet

Name: _____ Date: _____

Target Word	Sentence	Score
1 think	You have to think very hard to spell some words.	
2 wheel	Bicycles have two wheels.	
3 phone	Can you play games on your phone?	
4 stripes	His new stripes have the same stripes.	
5 knee	You may limp if you hurt your knee.	
6 wrap	You need to wrap up the birthday present.	
7 scab	The scab came off her sore finger.	
8 quickly	The loners moved quickly through the grass.	
9 mail	We go to the mail on Friday.	
10 haul	He had to haul the big chair across the room.	
11 squawking	The sick gull kept on squawking.	
12 bread	I like wholemeal bread.	
13 book	I just purchased a book on fish.	
14 blamed	I blamed it on the little bird and took the photo.	
15 bought	I bought a new t-shirt.	
16 bright	The sun is really bright today.	
17 around	The dog chased the cat around the yard.	
18 grown	Our puppy is nearly full grown.	
19 bare	Baby kangaroos are born bare.	
20 rabbit	She calls her rabbit Mopsy.	
21 tadpoles	Tadpoles turn into frogs.	
22 circle	A circle is a round shape.	
23 carnal	You can see carnals in city streets.	
24 loners	The loners chased the zebra.	

High-Frequency Word

- **High-Frequency Word Test**

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

High-Frequency Word Test - Student Response Sheet

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

- **Pseudo-Word Decoding Test**

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

Pseudo-Word Test - Student Response Sheet

thep	whuk	phen	stram	ife
wrab	scis	queb	dren't	frall
brawk	claul	kister	shead	clook
thoom	gought	wight	tround	plown
lare	sowest	binely	megful	opless
dlighten	unkeet	disvat	remurt	inval
binod	miskup	overbot	prelup	runplay
dlandhit	bollide	jarfen	frittle	mentus
vamel	mion			

Pseudo-Word Decoding

Record the results on the check sheets.

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

Red = Level F
(Intervention 10)

Blue = Level G
(Intervention 11 - 12)

Green = Level H
(Intervention 13 - 14)

High-Frequency Word Test – Check Sheet				
Name:	Date:			
about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

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

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

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

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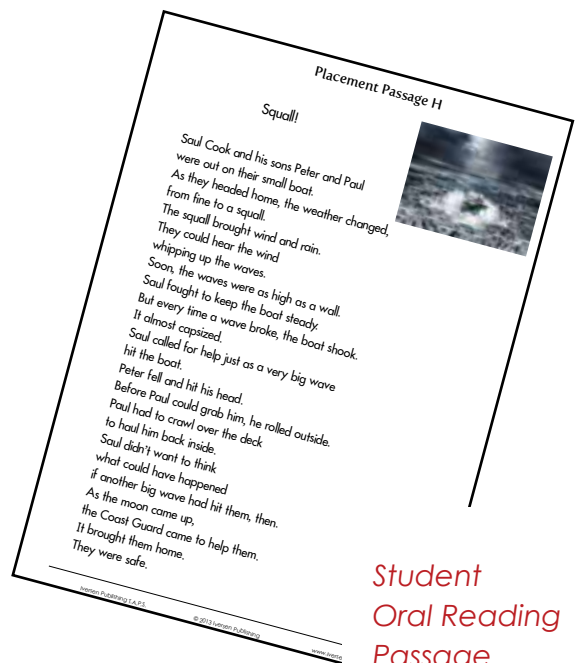
Have the students read the Placement Passage. Circle the words that the student reads incorrectly and note any self-correction behavior on the check sheet.

Ask the students the comprehension questions.

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

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

Assign a reading level.



Placement Passage H Check Sheet – Squall!

Name: _____ Date: _____

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

Comprehension Questions

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

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

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

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Score Sheet

Student Oral Reading Passage

Placement Passage H – Data Point Sheet

Squall! Name: _____ Date: _____

Word Count 143 Level H

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

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

Comprehension Literal	Number correct <input type="checkbox"/>	Comprehension Inferential	Number correct <input type="checkbox"/>	Comprehension Score
Number partially correct	<input type="checkbox"/>	Number partially correct	<input type="checkbox"/>	7-8 correct / partially correct very good
Number incorrect	<input type="checkbox"/>	Number incorrect	<input type="checkbox"/>	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:

	Fall	Winter	Spring
Reads fluently with expression	34 - 64	65 +	65 +
Reads with moderate fluency	65 - 89	90 - 108	109 +
Reads slowly - word by word	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.

Alphabet Test – Student Response Sheet

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

Alphabet Test – Check Sheet

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

The High-Frequency Word Test – Instructions

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

Instructions for Administering the Task

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

Introduce the Task

Explain the task to the student.

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

Administer the Task

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

Ask the student to read the words.

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

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

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

Say: *You try it.*

If the student fails to respond –

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

Point to the next word.

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

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

Score the Student's Responses

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

Write down the student's response to incorrect words.

High-Frequency Word Test – Student Response Sheet

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

High-Frequency Word Test – Check Sheet

Name:

Date:

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

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

The Spelling Test – Instructions

Checking on the Student's Ability to Spell Words Using Appropriate Letter Clusters

Instructions for Administering the Task

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

Introduce the Task

Give each student a copy of the response sheet.

Say: I'm going to say a word and then say it again in a sentence. Then I'm going to say the word again. I want you to listen to the word and then write it on the line. Even if you think you can't spell the word, I want you to try it. Write down as much of the word as you can. Let's practice with this one.

Practice the Task

Say: The word is spring. Deciduous trees get new leaves in spring. Spring. Write spring.

Administer the Task

Read the sentences to the student(s).

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

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

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

If a student fails to respond –

Say: Okay let's try another one.

Proceed with the next sentence.

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

Spelling Test – Student Response Sheet

Name:

Date:

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

Spelling Test – Check Sheet

Name:

Date:

	Target Word	Sentence	Score
1	think	You have to think very hard to spell some words.	
2	wheel	Bicycles have two wheels.	
3	phone	Can you play games on your phone?	
4	stripes	No two zebras have the same stripes.	
5	knee	You may limp if you hurt your knee.	
6	wrap	You need to wrap up the birthday present.	
7	scab	The scab came off her sore finger.	
8	quickly	The lioness moved quickly through the grass.	
9	mall	We go to the mall on Friday.	
10	haul	He had to haul the big chair across the room.	
11	squawking	The sick gull kept on squawking.	
12	bread	I like wholemeal bread.	
13	book	I just purchased a book on-line.	
14	zoomed	I zoomed in on the little bird and took the photo.	
15	bought	I bought a new t-shirt.	
16	bright	The sun is really bright today.	
17	around	The dog chased the cat around the yard.	
18	grown	Our puppy is nearly full grown.	
19	bare	Baby kangaroos are born bare.	
20	rabbit	She calls her rabbit Mopsy.	
21	tadpoles	Tadpoles turn into frogs.	
22	circle	A circle is a round shape.	
23	camels	You can see camels in sandy deserts.	
24	lioness	The lioness chased the zebra.	

Spelling Test – Scoring Options

Score the Student's Responses

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

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

You may also wish to check the students spelling against the skills trace to see if their spelling is keeping pace with their reading.

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

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

Using points to score gives a truer picture of the student's ability. Sometimes, students can segment some but not all phonemes. students may also know some spelling patterns but not others. Scoring points lets you see which separate sounds or letter clusters the student can or cannot record.

The Pseudo-Word Test - Instructions

Checking on the Student's Ability to Decode Unknown Words

Instructions for Administering the Task

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

Set the Scene

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

Read the Practice Words

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

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

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

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

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

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

Point to the second practice word, *ife*.

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

Praise the student for a correct response.

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

Say: This letter makes an i sound like the beginning of ice. This letter is an f and it has the same sound as the f in fish. The e makes the i have the long sound.

Administer the Task

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

Invite the student to read the words.

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

Give general praise as appropriate, for example, *nice try, good job, well done*, but do not give specific corrective feedback unless the student reads the words in syllables, for example *th-e-p* for *thep*.

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

Proceed through the list of words moving the paper down as the student completes a line. If the student responds correctly, mark the response column of the score sheet with a check mark. If the student responds incorrectly, write what the student says in the response column. Mark correct those words that have optional pronunciations, e.g. – *plown, gought, clook, shead*.

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

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

Score the Student's Responses

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

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

In the second procedure, each phoneme in a word, correctly pronounced is scored. The number of phonemes in each word is shown next to the word on the score sheet. Score one point for each phoneme in the word correctly pronounced. For example, if a student reads *daul* correctly they receive 3 points. If the student says *dal*, they are awarded 2 points, one for *d* and one for *l*. If the student says *dab, baut* or *bell* they are awarded 1 point for the one phoneme correctly identified.

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

Pseudo-Word Test – Student Response Sheet

ept

ife

thep	whuk	phen	stram	knif
wrab	scis	queb	dren't	frall
brawk	daul	kister	shead	clook
thoom	gought	wight	tround	plown
lare	sowest	binely	megful	opless
dighten	unkeet	diswat	remurt	inval
binod	miskup	overbot	prelup	runplay
dandhit	bollide	jarfen	frittle	menus
vamel	mion			

Pseudo-Word Test – Check Sheet

Name

Date

Word		Response	Word		Response
thep	3		sowest	6	
whuk	3		binely	5	
phen	3		megful	6	
stram	5		opless	5	
knif	3		dighten	5	
wrab	3		unkeet	5	
scis	3		diswat	6	
queb	3		remurt	5	
dren't	5		inval	5	
frall	4		binod	5	
brawk	4		miskup	6	
daul	3		overbot	6	
kister	5		prelup	6	
shead	3		runplay	6	
clook	4		dandhit	7	
thoom	3		bollide	5	
gought	3		jarfen	5	
wight	3		frittle	5	
tround	5		menus	5	
plown	4		vamel	5	
lare	3		mion	4	

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

Placement Passages – Instructions

Checking on the Student's Oral Reading

Instructions for Administering the Task

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

Introduce the Task

Explain the task to the student.

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

Administer the Task

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

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

Ask the student to read the passage aloud.

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

Write SC above any word that the student spontaneously corrects.

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

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

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

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

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

Score the Student's Oral Reading

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

Placement Passage F

My Bike Accident

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



Placement Passage F Check Sheet – My Bike Accident

Name:

Date:

Today was the day of the Spring Bike Race.

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

You ride up and down three hills.

You ride over trails.

The race ends up with a sprint to the line.

I knew I could win today.

I was in about third place when it happened.

My wheel hit something.

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

I lay sprawled out on the ground below.

I was hurt. I hit my head.

I sprained my thigh and my thumb.

Some people watching wanted to phone
for the ambulance.

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

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

The bad thing was,

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

The good thing was,

I didn't need a new bike.

Comprehension Questions

Literal

What caused the accident?

How does the race end up?

What hurt besides the boy's head?

What did the people say?

Inferential

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

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

What can happen if you hit your head?

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

Key

New skills for Level F

Previously taught skills

New high-frequency words for Level F

Previously taught high-frequency words

Context/content words

Placement Passage F – Data Point Sheet

My Bike Accident

Name:

Date:

Word Count 154 Level F

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

Comprehension		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	<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 G

Mud Wrestling

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



Placement Passage

G Check Sheet – Mud Wrestling

Name:

Date:

There's always mud wrestling

at the Mt. Gay Park Fair.

They map out a mud pit.

The floor is the size of a wrestling ring.

They lay a sheet of plastic on the floor.

They build the walls of sandbags.

The walls are knee-high.

After the walls are built,

they cover them with plastic, too.

They put really wet mud into the pit.

Men and women can wrestle in mud wrestling.

A man can wrestle a man or a woman.

A woman can wrestle a woman or a man.

Each wrestler gets a number.

Each wrestler has to wear proper clothes.

No shoes.

A referee starts the mud-wrestling match.

Wrestlers have to know the rules.

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

You can wrap your arms around your opponent,

but it's wrong to choke them.

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

Would you like to try mud wrestling?

Comprehension Questions

Literal

How big is the mud pit?

Who can wrestle who?

What aren't you allowed to wear?

What aren't you allowed to do?

Inferential

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

Why might a wrestler want to quit?

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

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

Key

New skills for Level G

Previously taught skills

New high-frequency words for Level G

Previously taught high-frequency words

Context/content words

Placement Passage G – Data Point Sheet

Mud Wrestling

Name:

Date:

Word Count 158 Level G

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-8 errors 95-100% accuracy	text is easy test at Level K
Type of Error		9-20 errors 87-94% accuracy	text is instructional instruct at Level J
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	21+ errors 66-86% accuracy	text is difficult test at Level I
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate	$\frac{E + SC}{SC}$
		Ratio	good
		1:3 – 1:6	
		1:7+	needs help

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

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

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

Reading Level

Placement Passage H

Squall!

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

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

The squall brought wind and rain.

They could hear the wind whipping up the waves.

Soon, the waves were as high as a wall.

Saul fought to keep the boat steady.

But every time a wave broke, the boat shook. It almost capsized.

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

Peter fell and hit his head.

Before Paul could grab him, he rolled outside.

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

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

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

It brought them home.

They were safe.



Placement Passage H Check Sheet

Squall!

Name:

Date:

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

Comprehension Questions

Literal

What could they hear as they headed home?

What happened every time a wave broke?

Who did Saul call for help?

What happened to Peter?

Inferential

What is a squall?

What does Saul fought to keep the boat steady mean?

What time of day was it when the squall hit?

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

Key

New skills for Level H

Previously taught skills

New high-frequency words for Level H

Previously taught high-frequency words

Context/content words

Placement Passage H – Data Point Sheet

Squall!

Name:

Date:

Word Count 143 Level H

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-7 errors 95-100% accuracy	text is easy test at Level I						
Type of Error		8-18 errors 87-94% accuracy	text is instructional instruct at Level H						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	19+ 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"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Blue</i> <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"/>								

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

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

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 2 Levels F,G,H

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

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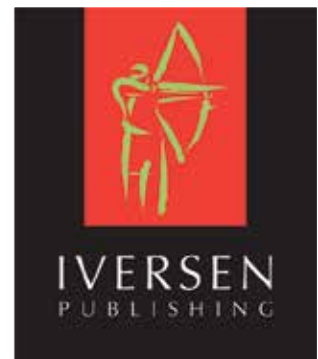
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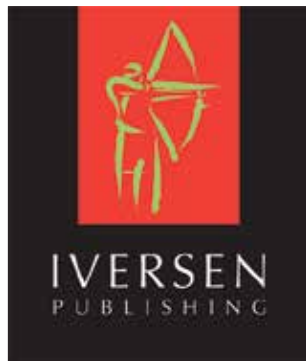
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Your Literacy
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T.A.P.S.

Testing, Assessment, Placement System



T.A.P.S.

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

Set 2
Levels I,J,K

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

Alphabet

Spelling

- **Spelling Test**

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

Spelling Test - Check Sheet

Name: _____ Date: _____

Target Word	Sentence	Score
1 think	You have to think very hard to spell some words.	
2 wheel	Bicycles have two wheels.	
3 phone	Can you play games on your phone?	
4 stripes	No two zebras have the same stripes.	
5 knee	You may limp if you hurt your knee.	
6 wrap	You need to wrap up the birthday present.	
7 scab	The scab came off her sore finger.	
8 quickly	The lioness moved quickly through the grass.	
9 mail	We go to the mail on Friday.	
10 haul	He had to haul the big chair across the room.	
11 squawking	The sick gull kept on squawking.	
12 bread	I like wholemeal bread.	
13 book	I just purchased a book on line.	
14 zoomed	I zoomed in on the little bird and took the photo.	
15 bought	I bought a new t-shirt.	
16 bright	The sun is really bright today.	
17 around	The dog chased the cat around the yard.	
18 grown	Our puppy is nearly full grown.	
19 bare	Baby kangaroos are born bare.	
20 rabbit	She calls her rabbit Mopsy.	
21 tadpoles	Tadpoles turn into frogs.	
22 circle	A circle is a round shape.	
23 carmel	You can see carmel in sandy deserts.	
24 lioness	The lioness chased the zebra.	

- **High-Frequency Word Test**

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

High-Frequency Word Test - Student Response Sheet

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

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.

Pseudo-Word Test - Student Response Sheet

thep	whuk	phen	stram	ife
wrab	scis	queb	dren't	knif
brawk	claul	kister	shead	frall
thoom	gought	wight	tround	clook
lare	sowest	binely	meqful	plown
dlighten	unkeet	disvat	remurt	opless
binod	miskup	overbot	prelup	inval
dlandhit	bollide	jarfen	frittle	runplay
vamel	mion			mentus

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 I
(Intervention 15 - 16)

Blue = Level J
(Intervention 17 - 18)

Green = Level K
(Intervention 19 - 20)

High-Frequency Word Test – Check Sheet				
Name:		Date:		
about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

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

Pseudo-Word Test – Check Sheet			
Name:		Date:	
Word	Response	Word	Response
thep	3	sowest	6
whuk	3	bively	5
phen	3	megful	6
strom	5	opless	5
knif	3	slighen	5
wrab	3	unkest	5
ics	3	dswat	6
queb	3	remurf	5
clen'l	5	invaf	5
fral	4	binod	5
brawk	4	mkup	6
doul	3	overbot	6
kister	5	prekup	6
stread	3	nurplay	6
clack	4	clandrh	7
thoom	3	boofie	5
goughl	3	jarfen	5
wight	3	littie	5
tround	5	menus	5
plown	4	vamel	5
lare	3	mion	4

Red = Level I Blue = Level J Green = Level K

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 |

The Biggest Pumpkin



Our town has a pumpkin show each year. The show is really a contest to see who can grow the biggest pumpkin. My friends said I should enter. Over summer, I planted some pumpkin seeds in a corner of my garden. Next, I planted some different pumpkin seeds inside my greenhouse. My seeds sprouted. I was careful not to overwater them. I didn't want to make a mistake. I would be very unhappy if my pumpkin plants didn't survive. Before I knew it, it was show day. I had to choose which two pumpkins to take. They were so big it was an effort to get them into my truck. But I did. I didn't have the biggest pumpkins at the show. I was disappointed. Maybe next year I'll try again. Maybe next year I'll grow the biggest pumpkin of all. Maybe next year I'll win.

24

Student Oral Reading Passage

Placement Passage | Check Sheet – The Biggest Pumpkin

Name: _____ Date: _____

Our town has a pumpkin show each year.
The show is really a contest to see who can grow the biggest pumpkin.
My friends said I should enter.
Over summer, I planted some pumpkin seeds in a corner of my garden.
Next, I planted some different pumpkin seeds inside my greenhouse.
My seeds sprouted. I was careful not to overwater them.
I didn't want to make a mistake. I would be very unhappy if my pumpkin plants didn't survive.
Before I knew it, it was show day.
I had to choose which two pumpkins to take.
They were so big it was an effort to get them into my truck. But I did.
I didn't have the biggest pumpkins at the show. I was disappointed.
Maybe next year I'll try again.
Maybe next year I'll grow the biggest pumpkin of all.
Maybe next year I'll win.

Comprehension Questions

Literal
 Where did the author plant the pumpkin seeds?
 What was the author careful about?
 How many pumpkins could you take to the show?
 Why was the author disappointed?

Inferential
 Why do you think the author planted pumpkin seeds in two different places?
 What is the difference between unhappy and disappointed?
 What other things would the author have to be careful about besides not overwatering?
 Would you like to grow pumpkins for a pumpkin contest? Why or why not?

25

Score Sheet

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

Placement Passage | – Data Point Sheet

The Biggest Pumpkin Name: _____ Date: _____

Word Count 146 Level J

Number of Errors	<input type="checkbox"/>	0-8 errors 95-100% accuracy	test is easy test at Level K
Type of Error	<input type="checkbox"/>	9-19 errors 87-94% accuracy	test is instructional test at Level J
Red new decodable skills	<input type="checkbox"/>	20+ errors 66-86% accuracy	test is difficult test at Level I
Green previously taught skills or word families	<input type="checkbox"/>		
Blue new high-frequency words	<input type="checkbox"/>		
Pink previously taught high-frequency words	<input type="checkbox"/>		
Brown words accessible from context or context	<input type="checkbox"/>		

Self Correction Rate	<input type="checkbox"/>	E + SC SC
Ratio	<input type="checkbox"/>	1:3 - 1:6
	<input type="checkbox"/>	good
	<input type="checkbox"/>	needs help

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

Fluency	<input type="checkbox"/>	Oral Fluency Level - Words Read per Minute
Reads fluently with expression	<input type="checkbox"/>	DIBELS-® 2010 at or above 60th percentile
Reads with moderate fluency	<input type="checkbox"/>	Fall
Reads slowly - word by word	<input type="checkbox"/>	Winter
		Spring
		24-64
		65+
		66-89
		90-108
		109+
		110-128
		129+

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

Reading Level

26

Data Point Sheet

The Alphabet Test – Instructions

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

Instructions for Administering the Task

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

Introduce and Explain the Task to the Student

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

Administer the Task

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

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

If a student fails to name a letter –

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

If the student does not respond –

Say: Okay let's try the next one.

Point to the next letter.

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

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

Score the Student's Responses

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

Write down the student's response to incorrect letters.

Note if the student spontaneously corrects an error.

Alphabet Test – Student Response Sheet

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

Alphabet Test – Check Sheet

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

The High-Frequency Word Test – Instructions

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

Instructions for Administering the Task

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

Introduce the Task

Explain the task to the student.

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

Administer the Task

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

Ask the student to read the words.

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

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

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

Say: *You try it.*

If the student fails to respond –

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

Point to the next word.

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

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

Score the Student's Responses

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

Write down the student's response to incorrect words.

High-Frequency Word Test – Student Response Sheet

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

High-Frequency Word Test – Check Sheet

Name:

Date:

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

Red = Level I Blue = Level J Green = Level K

The Spelling Test – Instructions

Checking on the Student's Ability to Spell Words Using Appropriate Letter Clusters

Instructions for Administering the Task

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

Introduce the Task

Give each student a copy of the response sheet.

Say: I'm going to say a word and then say it again in a sentence. Then I'm going to say the word again. I want you to listen to the word and then write it on the line. Even if you think you can't spell the word, I want you to try it. Write down as much of the word as you can. Let's practice with this one.

Practice the Task

Say: The word is spring. Deciduous trees get new leaves in spring. Spring. Write spring.

Administer the Task

Read the sentences to the student(s).

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

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

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

If a student fails to respond –

Say: Okay let's try another one.

Proceed with the next sentence.

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

Spelling Test – Student Response Sheet

Name:

Date:

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

Spelling Test – Check Sheet

Name:

Date:

	Target Word	Sentence	Score
1	think	You have to think very hard to spell some words.	
2	wheel	Bicycles have two wheels.	
3	phone	Can you play games on your phone?	
4	stripes	No two zebras have the same stripes.	
5	knee	You may limp if you hurt your knee.	
6	wrap	You need to wrap up the birthday present.	
7	scab	The scab came off her sore finger.	
8	quickly	The lioness moved quickly through the grass.	
9	mall	We go to the mall on Friday.	
10	haul	He had to haul the big chair across the room.	
11	squawking	The sick gull kept on squawking.	
12	bread	I like wholemeal bread.	
13	book	I just purchased a book on-line.	
14	zoomed	I zoomed in on the little bird and took the photo.	
15	bought	I bought a new t-shirt.	
16	bright	The sun is really bright today.	
17	around	The dog chased the cat around the yard.	
18	grown	Our puppy is nearly full grown.	
19	bare	Baby kangaroos are born bare.	
20	rabbit	She calls her rabbit Mopsy.	
21	tadpoles	Tadpoles turn into frogs.	
22	circle	A circle is a round shape.	
23	camels	You can see camels in sandy deserts.	
24	lioness	The lioness chased the zebra.	

Spelling Test – Scoring Options

Score the Student's Responses

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

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

You may also wish to check the students spelling against the skills trace to see if their spelling is keeping pace with their reading.

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

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

Using points to score gives a truer picture of the student's ability. Sometimes, students can segment some but not all phonemes. students may also know some spelling patterns but not others. Scoring points lets you see which separate sounds or letter clusters the student can or cannot record.

The Pseudo-Word Test – Instructions

Checking on the Student's Ability to Decode Unknown Words

Instructions for Administering the Task

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

Set the Scene

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

Read the Practice Words

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

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

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

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

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

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

Point to the second practice word, *ife*.

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

Praise the student for a correct response.

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

Say: This letter makes an i sound like the beginning of ice. This letter is an f and it has the same sound as the f in fish. The e makes the i have the long sound.

Administer the Task

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

Invite the student to read the words.

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

Give general praise as appropriate, for example, *nice try, good job, well done*, but do not give specific corrective feedback unless the student reads the words in syllables, for example *th-e-p* for *thep*.

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

Proceed through the list of words moving the paper down as the student completes a line. If the student responds correctly, mark the response column of the score sheet with a check mark. If the student responds incorrectly, write what the student says in the response column. Mark correct those words that have optional pronunciations, e.g. – *plown, gought, clook, shead*.

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

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

Score the Student's Responses

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

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

In the second procedure, each phoneme in a word, correctly pronounced is scored. The number of phonemes in each word is shown next to the word on the score sheet. Score one point for each phoneme in the word correctly pronounced. For example, if a student reads *daul* correctly they receive 3 points. If the student says *dal*, they are awarded 2 points, one for *d* and one for *l*. If the student says *dab, baut* or *bell* they are awarded 1 point for the one phoneme correctly identified.

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

Pseudo-Word Test – Student Response Sheet

ept

ife

thep	whuk	phen	stram	knif
wrab	scis	queb	dren't	frall
brawk	daul	kister	shead	clook
thoom	gought	wight	tround	plown
lare	sowest	binely	megful	opless
dighten	unkeet	diswat	remurt	inval
binod	miskup	overbot	prelup	runplay
dandhit	bollide	jarfen	frittle	menus
vamel	mion			

Pseudo-Word Test – Check Sheet

Name

Date

Word		Response	Word		Response
thep	3		sowest	6	
whuk	3		binely	5	
phen	3		megful	6	
stram	5		opless	5	
knif	3		dighten	5	
wrab	3		unkeet	5	
scis	3		diswat	6	
queb	3		remurt	5	
dren't	5		inval	5	
frall	4		binod	5	
brawk	4		miskup	6	
daul	3		overbot	6	
kister	5		prelup	6	
shead	3		runplay	6	
clook	4		dandhit	7	
thoom	3		bollide	5	
gought	3		jarfen	5	
wight	3		frittle	5	
tround	5		menus	5	
plown	4		vamel	5	
lare	3		mion	4	

Red = Level I Blue = Level J Green = Level K

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 I

The Horse-Jumping Competition

I am a horse rider.

I own a mare called Bright Lights.

Horse riding is something I really like to do.

But I also like to enter
horse-jumping competitions.

I've known for a long time that Bright Lights
could be a good jumper because she's fearless.

Nothing frightens her.

She'll try to jump even the highest fences.

Today, Bright Lights and I are in a competition.

The horse and rider with the fastest time,
and the cleanest round will win.

Bright Lights and I have done well.

We've jumped the first fences.

The next two jumps are even higher.

The last jump with three white rails
is the highest jump of all.

We have to move fast because if we don't,
someone else will win.

It's very stressful.

We get to the last jump.

Bright Lights gets it right.

We're the fastest.

We have the cleanest round.

We win the competition!



Placement Passage I Check Sheet – The Horse-Jumping Competition

Name:

Date:

I am a horse rider.
I own a mare called Bright Lights.
Horse riding is something I really like to do.
But I also like to enter
horse-jumping competitions.
I've known for a long time that Bright Lights
could be a good jumper because she's fearless.
Nothing frightens her.
She'll try to jump even the highest fences.
Today, Bright Lights and I are in a competition.
The horse and rider with the fastest time,
and the cleanest round will win.
Bright Lights and I have done well.
We've jumped the first fences.
The next two jumps are even higher.
The last jump with three white rails
is the highest jump of all.
We have to move fast because if we don't,
someone else will win.
It's very stressful.
We get to the last jump.
Bright Lights gets it right.
We're the fastest.
We have the cleanest round.
We win the competition!

Comprehension Questions

Literal

What does the storyteller like to do?

Why could Bright Lights be a good jumper?

Which horse and rider will win the competition?

Which is the highest jump of all?

Inferential

Why do you think the horse is called Bright Lights?

Why do you think show jumping is stressful?

What does Bright Lights gets it right mean?

Would you like to do show jumping? Why or why not?

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 Horse-Jumping Competition Name: _____

Date: _____

Word Count 152 **Level** I

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-7 errors 95-100% accuracy	text is easy test at Level J
Type of Error		8-20 errors 87-94% accuracy	text is instructional instruct at Level I
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	21+ errors 66-86% accuracy	text is difficult test at Level H
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 – 1:6	good
		1:7 +	needs help

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

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

The Biggest Pumpkin

Our town has a pumpkin show each year. The show is really a contest to see who can grow the biggest pumpkin. My friends said I should enter. Over summer, I planted some pumpkin seeds in a corner of my garden. Next, I planted some different pumpkin seeds inside my greenhouse. My seeds sprouted. I was careful not to overwater them. I didn't want to make a mistake. I would be very unhappy if my pumpkin plants didn't survive. Before I knew it, it was show day. I had to choose which two pumpkins to take. They were so big it was an effort to get them into my truck. But I did. I didn't have the biggest pumpkins at the show. I was disappointed. Maybe next year I'll try again. Maybe next year I'll grow the biggest pumpkin of all. Maybe next year I'll win.



Placement Passage J Check Sheet – The Biggest Pumpkin

Name:

Date:

Our town has a pumpkin show each year.

The show is really a contest to see who can grow the biggest pumpkin.

My friends said I should enter.

Over summer, I planted some pumpkin seeds in a corner of my garden.

Next, I planted some different pumpkin seeds inside my greenhouse.

My seeds sprouted. I was careful not to over-water them.

I didn't want to make a mistake.

I would be very unhappy if my pumpkin plants didn't survive.

Before I knew it, it was show day.

I had to choose which two pumpkins to take.

They were so big it was an effort to get them into my truck. But I did.

I didn't have the biggest pumpkins at the show. I was disappointed.

Maybe next year I'll try again.

Maybe next year I'll grow the biggest pumpkin of all.

Maybe next year I'll win.

Comprehension Questions

Literal

Where did the author plant the pumpkin seeds?

What was the author careful about?

How many pumpkins could you take to the show?

Why was the author disappointed?

Inferential

Why do you think the author planted pumpkin seeds in two different places?

What is the difference between unhappy and disappointed?

What other things would the author have to be careful about besides not over-watering?

Would you like to grow pumpkins for a pumpkin contest? Why or why not?

Key

New skills for Level J

Previously taught skills

New high-frequency words for Level J

Previously taught high-frequency words

Context/content words

Placement Passage J – Data Point Sheet

The Biggest Pumpkin

Name:

Date:

Word Count 146 Level J

Number of Errors	<input type="text"/>	0-7 errors 95-100% accuracy	text is easy test at Level K
Type of Error		8-19 errors 87-94% accuracy	text is instructional instruct at Level J
<i>Red</i> new decodable skills	<input type="text"/>	20 + errors 66-86% accuracy	text is difficult test at Level I
<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 K

Watching Lions



Four of us had come here to meet with a vet in answer to her call for help. She and her team had been watching a pride of lions. She said some people on her team ate bad meat and became sick. We were to take over for them.

The vet had parked the truck between two trees. We could see the lions moving around through the leaves. We were close, but not close enough for them to hear us open and close the truck door.

The weather was ideal for lion watching. It was warm, but not too hot. The pride had one lion, a few lionesses and eight little cubs. The cubs were not timid. They often came close to our truck whether we were outside or not. It seemed like we'd been watching the lions forever before something new happened. One day, an old, mean-looking lion came out of the trees. We knew at once there was going to be trouble!

Placement Passage K Check Sheet

Watching Lions

Name:

Date:

Four of us had come here to meet with a vet in answer to her call for help. She and her team had been watching a pride of lions. She said some people on her team ate bad meat and became sick. We were to take over for them. The vet had parked the truck between two trees. We could see the lions moving around through the leaves. We were close, but not close enough for them to hear us open and close the truck door.

The weather was ideal for lion watching. It was warm, but not too hot. The pride had one lion, a few lionesses and eight little cubs. The cubs were not timid. They often came close to our truck whether we were outside or not.

It seemed like we'd been watching the lions forever before something new happened.

One day, an old, mean-looking lion came out of the trees. We knew at once there was going to be trouble!

Comprehension Questions

Literal

Where was the truck parked?

How many lionesses were there?

What was ideal about the weather?

What was going to cause trouble?

Inferential

What other word could the author use instead of timid?

Can you explain the difference between warm and hot?

Why do you think there would be trouble when another lion joined the pride?

What is the difference between eight and ate?

Key

New skills for Level K

Previously taught skills

New high-frequency words for Level K

Previously taught high-frequency words

Context/content words

Placement Passage K – Data Point Sheet

Watching Lions

Name:

Date:

Word Count 165 Level K

Number of Errors	<input type="text"/>	0-8 errors 95-100% accuracy	text is easy test at Level L						
Type of Error		9-21 errors 87-94% accuracy	text is instructional instruct at Level K						
<i>Red</i> new decodable skills	<input type="text"/>	22+ errors 66-86% accuracy	text is difficult test at Level J						
<i>Green</i> previously taught skills or word families	<input type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Self Correction Rate Ratio</td> <td style="width: 40%;">$\frac{E + SC}{SC}$</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 2 Levels I,J,K

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

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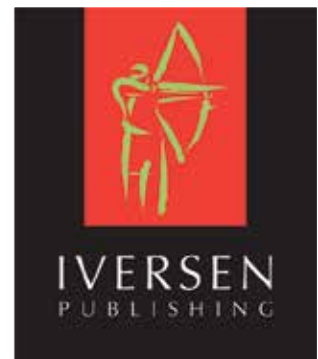
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T.A.P.S. Is Easy to Use

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

Alphabet

Spelling

- **Spelling Test**

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

Spelling Test - Check Sheet

Name: _____ Date: _____

	Target Word	Sentence	Score
1	think	You have to think very hard to spell some words.	
2	wheel	Bicycles have two wheels.	
3	phone	Can you play games on your phone?	
4	stripes	No two zebras have the same stripes.	
5	knee	You may limp if you hurt your knee.	
6	wrap	You need to wrap up the birthday present.	
7	scab	The scab came off her sore finger.	
8	quickly	The lioness moved quickly through the grass.	
9	mail	We go to the mail on Friday.	
10	haul	He had to haul the big chair across the room.	
11	squawking	The sick gull kept on squawking.	
12	bread	I like wholemeal bread.	
13	book	I just purchased a book on line.	
14	zoomed	I zoomed in on the little bird and took the photo.	
15	bought	I bought a new t-shirt.	
16	bright	The sun is really bright today.	
17	around	The dog chased the cat around the yard.	
18	grown	Our puppy is nearly full grown.	
19	bare	Baby kangaroos are born bare.	
20	rabbit	She calls her rabbit Mopsy.	
21	ladpoles	Ladpoles turn into frogs.	
22	circle	A circle is a round shape.	
23	carrots	You can see carrots in sandy deserts.	
24	lioness	The lioness chased the zebra.	

- **High-Frequency Word Test**

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

High-Frequency Word Test - Student Response Sheet

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

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.

Pseudo-Word Decoding Test - Student Response Sheet

thep	whuk	phen	stram	ife
wrab	scis	queb	dren't	knif
brawk	claul	kister	shead	frall
thoom	gought	wight	tround	clook
lare	sowest	binely	megful	oplless
dlighten	unkeet	disvat	remurt	inval
binod	miskup	overbot	prelup	runplay
dlandhit	bolllide	jarfen	frittelle	mentus
vamel	mion			

Pseudo-Word Decoding

Record the results on the check sheets.

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

Red = Level L
(Intervention 20 - 22)

Blue = Level M
(Intervention 23 - 24)

There are no pseudowords that relate directly to levels L and M. These levels teach vocabulary not decoding skills.

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.

High-Frequency Word Test – Check Sheet				
Name:		Date:		
about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

Red = Level L Blue = Level M

11


Pseudo-Word Test – Check Sheet			
Name:		Date:	
Word	Response	Word	Response
sheep	3	sowest	6
whuk	3	bively	5
phen	3	megful	6
stom	5	opless	5
svif	3	slighen	5
werop	3	unkweel	5
icob	3	dtiwat	6
tuqeb	3	remurf	5
clern'l	5	inval	5
frail	4	binoad	5
brawk	4	mkup	6
doul	3	overbot	6
kister	5	prekup	6
stread	3	nurpaly	6
clack	4	drandit	7
thoom	3	bralfie	5
goughl	3	jarfen	5
wight	3	littie	5
tround	5	menus	5
plown	4	vamel	5
lare	3	mion	4

There are no pseudowords that relate directly to levels L and M. These levels teach vocabulary not decoding skills.

Pink = Level F Turquoise = Level G Brown = Level H Red = Level I Blue = Level J Green = Level K

19

Placement Passage M
The Scary Fun-Time Theme Park



I belong to a large family. This year all my aunts, uncles and cousins got together to visit a theme park. The only two people who couldn't come were my grandparents. We e-mailed each other for weeks trying to work out how many days we could spend at the theme park. Then it was hours on the Internet looking for any sites that would tell us all the things we wanted to know.

The name of the theme park we chose to visit was The Scary Fun-Time Park. The web site said was were a bunch of roller coasters we could ride. There was a ghost train ride where we'd be chased by hordes of bats and a jungle safari ride where herds of wild animals would charge at us. You could also canoe through a canyon full of sharks!

All we had to do now was to sign up on-line, choose a good word for a password, and buy the tickets. I can't wait!

24

Student Oral Reading Passage

Placement Passage M Check Sheet
The Scary Fun-Time Theme Park

Name: _____ Date: _____

I belong to a large family. This year all my aunts, uncles and cousins got together to visit a theme park. The only two people who couldn't come were my grandparents. We e-mailed each other for weeks trying to work out how many days we could spend at the theme park. Then it was hours on the Internet looking for any sites that would tell us all the things we wanted to know.

The name of the theme park we chose to visit was The Scary Fun-Time Park. The web site said there was a bunch of roller coasters we could ride. There was a ghost train ride where we'd be chased by hordes of bats and a jungle safari ride where herds of wild animals would charge at us. You could also canoe through a canyon full of sharks!

All we had to do now was to sign up on-line, choose a good word for a password, and buy the tickets. I can't wait!

Comprehension Questions

Literal
Who couldn't go on the trip?
Where did they find out the information about theme parks?
What was the name of the theme park they chose to visit?
What would chase them on the ghost-train ride?
Inferential
Which would be the scariest ride? Why?
Which wild animals would chase you on a jungle safari ride?
What other rides could you have in a Scary Fun-Time Theme Park?
How many days do you think you would need to try all the rides at this theme park?

Key
New skills for Level M
Previously taught skills
New High-frequency words for Level M
Previously taught high-frequency words
Context/content words

25

Score Sheet

Placement Passage M – Data Point Sheet			
The Scary Fun-Time Theme Park		Name: _____ Date: _____	
Word Count	167	Level	M
Number of Errors	<input type="checkbox"/>	0-9 errors 95-100% accuracy	test is easy test at Level K
Type of Error	<input type="checkbox"/>	10-21 errors 87-94% accuracy	test is instructional test at Level J
Red	<input type="checkbox"/>	22+ errors 66-86% accuracy	test is difficult test at Level I
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 1:3 - 1:6	good
	<input type="checkbox"/>	1:7+	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	<input type="checkbox"/>	Oral Fluency Level - Words Read per Minute	
Reads fluently with expression	<input type="checkbox"/>	DIBELS-5: 200+ or above 6th percentile	
Reads with moderate fluency	<input type="checkbox"/>	Fall	Winter
Reads slowly - word by word	<input type="checkbox"/>	First Grade	24-64
		Second Grade	65+
		Third Grade	80-108
			109+
			110-128
			129+
Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency			
Reading Level			
26			

Data Point Sheet

The Alphabet Test – Instructions

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

Instructions for Administering the Task

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

Introduce and Explain the Task to the Student

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

Administer the Task

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

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

If a student fails to name a letter –

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

If the student does not respond –

Say: Okay let's try the next one.

Point to the next letter.

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

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

Score the Student's Responses

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

Write down the student's response to incorrect letters.

Note if the student spontaneously corrects an error.

Alphabet Test – Student Response Sheet

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

Alphabet Test – Check Sheet

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

The High-Frequency Word Test – Instructions

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

Instructions for Administering the Task

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

Introduce the Task

Explain the task to the student.

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

Administer the Task

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

Ask the student to read the words.

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

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

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

Say: *You try it.*

If the student fails to respond –

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

Point to the next word.

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

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

Score the Student's Responses

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

Write down the student's response to incorrect words.

High-Frequency Word Test – Student Response Sheet

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

High-Frequency Word Test – Check Sheet

Name:

Date:

about	could	three	new	always
each	would	number	after	live
don't	really	almost	hear	every
our	help	want	think	before
also	something	because	white	even
high	move	someone	near	should
over	next	show	different	another
grow	old	around	through	between
ever	mean	answer	few	once
take	time	right	jump	thing
day	make	large	two	together
name	word	any	only	tell

Red = Level L Blue = Level M

The Spelling Test – Instructions

Checking on the Student's Ability to Spell Words Using Appropriate Letter Clusters

Instructions for Administering the Task

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

Introduce the Task

Give each student a copy of the response sheet.

Say: I'm going to say a word and then say it again in a sentence. Then I'm going to say the word again. I want you to listen to the word and then write it on the line. Even if you think you can't spell the word, I want you to try it. Write down as much of the word as you can. Let's practice with this one.

Practice the Task

Say: The word is spring. Deciduous trees get new leaves in spring. Spring. Write spring.

Administer the Task

Read the sentences to the student(s).

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

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

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

If a student fails to respond –

Say: Okay let's try another one.

Proceed with the next sentence.

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

Spelling Test – Student Response Sheet

Name:

Date:

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

Spelling Test – Check Sheet

Name:

Date:

	Target Word	Sentence	Score
1	think	You have to think very hard to spell some words.	
2	wheel	Bicycles have two wheels.	
3	phone	Can you play games on your phone?	
4	stripes	No two zebras have the same stripes.	
5	knee	You may limp if you hurt your knee.	
6	wrap	You need to wrap up the birthday present.	
7	scab	The scab came off her sore finger.	
8	quickly	The lioness moved quickly through the grass.	
9	mall	We go to the mall on Friday.	
10	haul	He had to haul the big chair across the room.	
11	squawking	The sick gull kept on squawking.	
12	bread	I like wholemeal bread.	
13	book	I just purchased a book on-line.	
14	zoomed	I zoomed in on the little bird and took the photo.	
15	bought	I bought a new t-shirt.	
16	bright	The sun is really bright today.	
17	around	The dog chased the cat around the yard.	
18	grown	Our puppy is nearly full grown.	
19	bare	Baby kangaroos are born bare.	
20	rabbit	She calls her rabbit Mopsy.	
21	tadpoles	Tadpoles turn into frogs.	
22	circle	A circle is a round shape.	
23	camels	You can see camels in sandy deserts.	
24	lioness	The lioness chased the zebra.	

Spelling Test – Scoring Options

Score the Student's Responses

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

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

You may also wish to check the students spelling against the skills trace to see if their spelling is keeping pace with their reading.

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

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

Using points to score gives a truer picture of the student's ability. Sometimes, students can segment some but not all phonemes. students may also know some spelling patterns but not others. Scoring points lets you see which separate sounds or letter clusters the student can or cannot record.

The Pseudo-Word Test - Instructions

Checking on the Student's Ability to Decode Unknown Words

Instructions for Administering the Task

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

Set the Scene

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

Read the Practice Words

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

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

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

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

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

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

Point to the second practice word, *ife*.

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

Praise the student for a correct response.

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

Say: This letter makes an i sound like the beginning of ice. This letter is an f and it has the same sound as the f in fish. The e makes the i have the long sound.

Administer the Task

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

Invite the student to read the words.

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

Give general praise as appropriate, for example, *nice try, good job, well done*, but do not give specific corrective feedback unless the student reads the words in syllables, for example *th-e-p* for *thep*.

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

Proceed through the list of words moving the paper down as the student completes a line. If the student responds correctly, mark the response column of the score sheet with a check mark. If the student responds incorrectly, write what the student says in the response column. Mark correct those words that have optional pronunciations, e.g. – *plown, gought, clook, shead*.

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

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

Score the Student's Responses

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

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

In the second procedure, each phoneme in a word, correctly pronounced is scored. The number of phonemes in each word is shown next to the word on the score sheet. Score one point for each phoneme in the word correctly pronounced. For example, if a student reads *daul* correctly they receive 3 points. If the student says *dal*, they are awarded 2 points, one for *d* and one for *l*. If the student says *dab, baut* or *bell* they are awarded 1 point for the one phoneme correctly identified.

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

Pseudo-Word Test – Student Response Sheet

ept

ife

thep	whuk	phen	stram	knif
wrab	scis	queb	dren't	frall
brawk	daul	kister	shead	clook
thoom	gought	wight	tround	plown
lare	sowest	binely	megful	opless
dighten	unkeet	diswat	remurt	inval
binod	miskup	overbot	prelup	runplay
dandhit	bollide	jarfen	frittle	menus
vamel	mion			

Pseudo-Word Test – Check Sheet

Name

Date

Word		Response	Word		Response
thep	3		sowest	6	
whuk	3		binely	5	
phen	3		megful	6	
stram	5		opless	5	
knif	3		dighten	5	
wrab	3		unkeet	5	
scis	3		diswat	6	
queb	3		remurt	5	
dren't	5		inval	5	
frall	4		binod	5	
brawk	4		miskup	6	
daul	3		overbot	6	
kister	5		prelup	6	
shead	3		runplay	6	
clook	4		dandhit	7	
thoom	3		bollide	5	
gought	3		jarfen	5	
wight	3		frittle	5	
tround	5		menus	5	
plown	4		vamel	5	
lare	3		mion	4	

There are no pseudowords that relate directly to levels L and M. These levels teach vocabulary not decoding skills.

Pink = Level F Turquoise = Level G Brown = Level H Red = Level I Blue = Level J
Green = Level K

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 L

Bungee Jumping

Bungee jumping is an extreme sport. It is not for the faint-hearted or timid. You have to be brave even to think about doing a bungee jump. Bungee jumpers jump from high-up places while they are attached to a big elastic cord. The places bungee jumpers leap from can be tall buildings, high bridges, and giant cranes. When the bungee jumper jumps, the cord stretches. The jumper goes right down and then up again as the cord recoils. The jumper keeps going up and down until all the energy in the cord is used up.

Once you make up your mind to do a bungee jump, the first thing to do is to set a day and a time with the people who run the bungee jumps. They will bring you up to the jumping platform. They will put a harness on you. They will take you through the safety rules. This is the time to stay confident and positive, not to be afraid or frightened.

When you are told to jump, **JUMP!**



Placement Passage L Check Sheet – Bungee Jumping

Name:

Date:

Bungee jumping is an extreme sport. It is not for the faint-hearted or timid. You have to be brave even to think about doing a bungee jump. Bungee jumpers jump from high-up places while they are attached to a big elastic cord. The places bungee jumpers leap from can be tall buildings, high bridges, and giant cranes. When the bungee jumper jumps, the cord stretches. The jumper goes right down and then up again as the cord recoils. The jumper keeps going up and down until all the energy in the cord is used up. Once you make up your mind to do a bungee jump, the first thing to do is to set a day and a time with the people who run the bungee jumps. They will bring you up to the jumping platform. They will put a harness on you. They will take you through the safety rules. This is the time to stay confident and positive, not to be afraid or frightened. When you are told to jump, JUMP!

Comprehension Questions

Literal

What kind of sport is bungee jumping?
What can people bungee jump off?
When does the jumper stop going up and down?
What do people in charge of bungee jumping do?

Inferential

What does recoils mean?
What do you think some of the safety rules are?
What other words could the author have used instead of afraid and frightened?
Would you like to bungee jump? Why or why not?

Key

New skills for Level L

Previously taught skills

New high-frequency words for Level L

Previously taught high-frequency words

Context/content words

Placement Passage L – Data Point Sheet

Bungee Jumping

Name: _____

Date: _____

Word Count 175 **Level** L

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-8 errors 95-100% accuracy	text is easy test at Level M
Type of Error		9-23 errors 87-94% accuracy	text is instructional instruct at Level L
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	24+ errors 66-86% accuracy	text is difficult test at Level K
<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 Ratio	$\frac{E + SC}{SC}$
		1:3 – 1:6	good
		1:7+	needs help

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

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 M

The Scary Fun-Time Theme Park



I belong to a large family. This year all my aunts, uncles and cousins got together to visit a theme park. The only two people who couldn't come were my grandparents. We e-mailed each other for weeks trying to work out how many days we could spend at the theme park. Then it was hours on the Internet looking for any sites that would tell us all the things we wanted to know.

The name of the theme park we chose to visit was *The Scary Fun-Time Park*. The web site said there were a bunch of roller coasters we could ride. There was a ghost train ride where we'd be chased by hordes of bats and a jungle safari ride where herds of wild animals would charge at us. You could also canoe through a canyon full of sharks!

All we had to do now was to sign up on-line, choose a good word for a password, and buy the tickets. I can't wait!

Placement Passage M Check Sheet

The Scary Fun-Time Theme Park

Name:

Date:

I belong to a large family. This year all my aunts, uncles and cousins got together to visit a theme park. The only two people who couldn't come were my grandparents. We e-mailed each other for weeks trying to work out how many days we could spend at the theme park. Then it was hours on the Internet looking for any sites that would tell us all the things we wanted to know.

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Comprehension Questions

Literal

Who couldn't go on the trip?

Where did they find out the information about theme parks?

What was the name of the theme park they chose to visit?

What would chase them on the ghost-train ride?

Inferential

Which would be the scariest ride? Why?

Which wild animals would chase you on a jungle safari ride?

What other rides could you have in a Scary Fun-Time Theme Park?

How many days do you think you would need to try all the rides at this theme park?

Key

New skills for Level M

Previously taught skills

New high-frequency words for Level M

Previously taught high-frequency words

Context/content words

Placement Passage M – Data Point Sheet

The Scary Fun-Time Theme Park Name: _____

Date: _____

Word Count 167 **Level** M

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0-8 errors 95-100% accuracy	text is easy						
Type of Error		9-21 errors 87-94% accuracy	text is instructional instruct at Level M						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	22+ errors 66-86% accuracy	text is difficult test at Level L						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Self Correction Rate Ratio</td> <td style="width: 40%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7+</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7+	needs help
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1:3 – 1:6	good								
1:7+	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

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

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

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

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

T.A.P.S.

Testing, Assessment, Placement System

Quick60 Set 2 Levels L & M

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