

SIPPS ASSESSMENT AND PLACEMENT: K-3

The **SIPPS** program provides an informal assessment for placing students initially within the different levels of the program. There are two forms: one for K-3 students (pages 564-572) and one for those in grade 4 through high school and including adults (pages 576-583, in Appendix D). Carefully placed students will receive instruction at the appropriate level, neither too low nor too advanced. Keep in mind that day-to-day performance in an instructional setting is the best indicator of appropriate placement.

The assessment for grades K-3 measures (a) students' use of phonics to read decodable words and (b) their knowledge of sight words. The earlier sections of the assessment cover beginning reading skills and include two components of using phonics: students' knowledge of spelling-sound relationships and their ability to blend sounds (a critical phonological skill).

Administering the **SIPPS** Assessment for K-3 Students

Place the evaluator's form on a clipboard and hold it at an angle so the student does not see you record answers. Present the student cards, one at a time. Place a blank index card under the row the student is reading to help her follow each row. Have the student read the sounds and words in each section aloud as you record her answers on the evaluator's form.

Avoid calling this activity a test, and be supportive of the student's effort. Refrain from indicating whether an answer is right or wrong, and do *not* give the student the pronunciation for any letter or word during the assessment. For sight words, allow just 2 seconds before moving the student on to the next word. Note that variations in pronunciation that reflect nonstandard dialects are not counted as decoding errors.

After administering each section, record the number correct and circle "Pass" or "Not Pass" for each part; then check the instructions at the end of the section to determine whether to continue the assessment. Note that the students' placement is determined by the phonics portions of the placement test: if a student doesn't pass the phonics portions of a section, you will stop the assessment at that point and place the student as indicated. After

completing the assessment, you may record the results of the assessment and indicate the student’s placement on the first page of the evaluator’s form.

Interpreting the Assessment Results

Each section of the assessment corresponds to the **SIPPS** lessons as shown below. See the Appendix H, “Scope and Sequence,” (pages 647-655) for each level for the phonics and sight words taught in each lesson.

SECTION	CONTENT ASSESSED
Screening for Letter Names	Prerequisite knowledge of letter names
ASSESSMENT FOR PHONICS AND SIGHT WORDS	
Section A	Beginning Level Lessons 1A-10
Section B	Beginning Level Lessons 11-20
Section C	Beginning Level Lessons 21-30
Section D	Beginning Level Lessons 31-40
Section E	Beginning Level Lessons 41-55/ Extension Level Review Lessons 1-15
Section F	Extension Level Lessons 1-15
Section G	Extension Level Lessons 16-40
Section H	Challenge Level Lessons 1-75

A student does not have to show complete mastery to advance to the next section of the assessment. We suggest that students who respond correctly to approximately 80 percent of the items in a section move on. However, in Section B, the criterion for passing the blending portion is lower because it takes time for this skill to develop and because students can continue to learn new letter sounds and new sight words as they practice blending.

Students’ placement is determined by the section at which they do not pass the phonics portion of the placement test. While sight-word knowledge is assessed, this information is *not* used to determine when to stop assessing higher levels. Keep assessing students across the sections until they fail to pass the phonics portion. However, you should note when students are at a lower level in sight-word knowledge than in phonics and use this information to provide more intensive instruction in sight words. See Appendix E for Challenge Level instruction; for Beginning or Extension Level, refer to the end of Appendix C in the Beginning or Extension Level *Teacher’s Manual*.

Our K-3 placement recommendations are based on the assumption that teachers have access to the following **SIPPS** instructional materials:

Kindergarten	Beginning Level
First Grade	Beginning and Extension Levels
Second and Third Grades	Beginning, Extension, and Challenge Levels

Placement Considerations

If you have experience with the program and sufficient resources, you may wish to fine-tune placements. For example: The placement advice in the evaluator's form specifies a limited number of entry points in the three levels of the **SIPPS** program. Some students may be most appropriately placed between two entry points. Consider making a closer analysis of the assessment, particularly for students in the early part of Beginning Level. For example, if you have students who correctly identify the sounds of *s* and *n* on the phonics portion of Section A, but fail to identify the sounds of *t* and *m*, you might decide to place them in Beginning Level Lesson 6 (noting in the scope and sequence that Lessons 1-5 focus on the sounds of *s* and *n*).

Evaluator: _____

Date: _____

Student: _____

Grade: _____

SIPPS K-3 Placement Assessment

Evaluator's Form

Mark each item as the student responds. Use a check mark (✓) for correct answers and NR for no response. For each incorrect answer, record exactly what the student said, next to or below the missed item.

If you are assessing a kindergarten or first-grade student, begin with the Screening for Letter Names (below) and follow the instructions after the screening. If you are assessing a student in grade 2 or higher, begin with the Assessment for Phonics and Sight Words, Section A (on the next page), and follow the instructions after that section.

RESULTS

Phonics section failed _____

Sight-words section(s) failed _____

PLACEMENT

_____ Beginning **1 11 21 31 41**

_____ with sight-words intervention

_____ Extension **R1 1 16**

_____ with sight-words intervention

_____ Challenge

_____ with sight-words instruction

Screening for Letter Names *(start here for K-1 students)*

“Tell me the names of each of these letters.”

m _____ s _____ f _____ l _____ r _____

u _____ n _____ i _____ h _____ v _____

a _____ w _____ z _____ b _____ c _____

d _____ g _____ p _____ o _____ t _____

e _____ j _____ k _____ y _____ x _____ q _____

Number right: _____/26 Pass (20-26 right) or Not Pass

_____ If the student passes, continue on to Section A.

_____ If the student does not pass, the student is not ready to start the **SIPPS** program. See the suggestions for teaching letter names on pages 520-523 of the Beginning Level *Teacher's Manual*.

Assessment for Phonics and Sight Words*(start here for students in grade 2 or higher)***Section A** (*assessing the material in Beginning Level Lessons 1A-10*)

PHONICS: LETTER SOUNDS

“Tell me the sound of each letter.”

s _____ n _____ t _____ m _____

Number right: _____/4 Pass (3-4 right) or Not Pass

SIGHT WORDS (*2-second limit per word*)

“Read these sight words.”

I _____ see _____ the _____ you _____ can _____
me _____ and _____ we _____ on _____ is _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section B.

_____ If the student does not pass phonics, place her in Beginning Level Lesson 1.

Section B (*assessing the material in Beginning Level Lessons 11-20*)

PHONICS: LETTER SOUNDS

“Tell me the sound of each letter.” (If the student gives the long-vowel sound for *a* or *i*, say, “Does the letter have another sound?”)

ă _____ r _____ ĭ _____ f _____

Number right: _____/4 Pass (3-4 right) or Not Pass

PHONICS: BLENDING (*5-second limit per word*)

“Sound out and read these words.”

sat _____ man _____ ran _____ mat _____ sit _____

Number right: _____/5 Pass (3-5 right) or Not Pass

(continues)

K-3 Placement Assessment (continued)

SIGHT WORDS (2-second limit per word)

“Read these sight words.”

yes _____ are _____ no _____ isn't _____ he _____
 she _____ get _____ can't _____ under _____ to _____

Number right: ____/10 Pass (8-10 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section C.

_____ If the student does not pass phonics:

_____ K-1 student: Place him in Beginning Level Lesson 11.

_____ 2-3 student: Try placing him in Extension Level Review Lesson 1 (use the “Blend and Read Words” routine for the Mixed List). If the student struggles with the phonics portion of Mastery Test 2 (after Review Lesson 10), consider placing him back in Beginning Level Lesson 11.

Section C (assessing the material in Beginning Level Lessons 21–30)

PHONICS: LETTER SOUNDS

“Tell me the sound of each letter or group of letters.” (If the student gives the long-vowel sound for *u* or *o*, say, “Does the letter have another sound?”)

h _____ ũ _____ d _____ c _____ all _____
 ö _____ k _____ b _____ ck _____

Number right: ____/9 Pass (7-9 right) or Not Pass

PHONICS: BLENDING (5-second limit per word)

“Sound out and read these words.”

if _____ rat _____ him _____ hat _____ fit _____

Number right: ____/5 Pass (4-5 right) or Not Pass

SIGHT WORDS (2-second limit per word)

“Read these sight words.”

was _____ go _____ down _____ saw _____ my _____
 where _____ here _____ they _____ little _____ put _____

Number right: ____/10 Pass (8-10 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section D.

_____ If the student does not pass phonics:

_____ K-1 student: Place her in Beginning Level Lesson 21.

_____ 2-3 student: Try placing her in Extension Level Review Lesson 1 (use the “Blend and Read Words” routine for the Mixed List). If the student struggles with the phonics portion of Mastery Test 2 (after Review Lesson 10), consider placing her back in Beginning Level Lesson 21.

Section D (assessing the material in Beginning Level Lessons 31-40)

PHONICS: LETTER SOUNDS

“Tell me the sound of each letter.” (If the student gives the long-vowel sound for *e*, say, “Does the letter have another sound?”)

p _____ g _____ l _____ ě _____ w _____

Number right: _____/5 Pass (4-5 right) or Not Pass

PHONICS: BLENDING (5-second limit per word)

“Sound out and read these words.”

sick _____ mad _____ tack _____ cut _____ rock _____

fall _____ kid _____ mop _____ hot _____ duck _____

Number right: _____/10 Pass (8-10 right) or Not Pass

SIGHT WORDS (2-second limit per word)

“Read these sight words.”

her _____ over _____ have _____ said _____ of _____

out _____ some _____ like _____ be _____ come _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section E.

_____ If the student does not pass phonics:

_____ K-1 student: Place him in Beginning Level Lesson 31.

_____ 2-3 student: Try placing him in Extension Level Review Lesson 1 (use the “Blend and Read Words” routine for the Mixed List). If the student struggles with the phonics portion of Mastery Test 2 (after Review Lesson 10), consider placing him back in Beginning Level Lesson 31.

Section E (assessing the material in Beginning Level Lessons 41-55/Extension Level Review Lessons 1-15)

PHONICS (5-second limit per word)

“Read these words.”

math _____ shells _____ quick _____ sing _____

much _____ rocks _____ catch _____ judge _____

when _____ hopping _____

Number right: _____/10 Pass (8-10 right) or Not Pass

(continues)

K-3 Placement Assessment (*continued*)SIGHT WORDS (*2-second limit per word*)

“Read these sight words.”

from _____ many _____ call _____ for _____ does _____
 your _____ there _____ want _____ one _____ water _____

Number right: ____/10 Pass (**8-10 right**) or Not Pass

_____ If the student passes phonics, continue on to Section F.

_____ If the student does not pass phonics:

_____ K-1 student: Place him in Beginning Level Lesson 41.

_____ 2-3 student: Try placing him in Extension Level Review Lesson 1 (use the “Blend and Read Words” routine for the Mixed List). If the student struggles with the phonics portion of Mastery Test 2 (after Review Lesson 10), consider placing him back in Beginning Level Lesson 41.

Section F (*assessing the material in Extension Level Lessons 1-15*)PHONICS (*5-second limit per word*)

“Read these words.”

planes _____ smelling _____ these _____ brave _____
 slide _____ closed _____ stone _____ shining _____
 cute _____ hummed _____

Number right: ____/10 Pass (**8-10 right**) or Not PassSIGHT WORDS (*2-second limit per word*)

“Read these sight words.”

very _____ want _____ full _____ walk _____ every _____
 would _____ give _____ done _____ move _____ their _____

Number right: ____/10 Pass (**8-10 right**) or Not Pass

_____ If the student passes phonics, continue on to Section G.

_____ If the student does not pass phonics, place her in Extension Level Lesson 1.

Section G (assessing the material in Extension Level Lessons 16–40)

PHONICS (5-second limit per word)

“Read these words.”

bright _____ reaching _____ pointed _____

trains _____ boots _____ floated _____ strayed _____

north _____ smart _____ clowns _____

Number right: ____/10 Pass (8–10 right) or Not Pass

SIGHT WORDS (2-second limit per word)

“Read these sight words.”

shoe _____ guess _____ whole _____ brought _____

because _____ answer _____ should _____ only _____

women _____ toward _____

Number right: ____/10 Pass (8–10 right) or Not Pass

_____ If the student passes phonics, continue on to Section H.

_____ If the student does not pass phonics, place him in Extension Level Lesson 16.

Section H (assessing Challenge Level, polysyllabic words)

“Read these words.”

dinner _____ punish _____ moment _____

contest _____ station _____ crocodile _____

relative _____ volcano _____ decorate _____

difficult _____ fantastic _____ umbrella _____

calendar _____ tomato _____ eraser _____

education _____ unhappiness _____ transportation _____

communicate _____ experiment _____

Number right: ____/20 Pass (16–20 right) or Not Pass

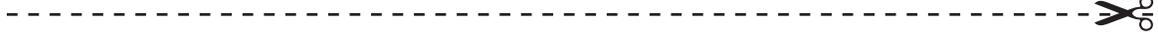
_____ If the student passes this section, she may not need Challenge Level.

_____ If the student does not pass this section, place her in Challenge Level Lesson 1.

_____ Consider including the optional irregular-sight-words instruction (see Appendix E in the Challenge Level *Teacher’s Manual*) if the student failed sight words in one or more of the previous sections.

Student Card Copy

Photocopy the student card copy and prepare cards for the students to read. Glue the phonics and sight words for each section onto a separate card.



Screening for Letter Names

m s f l r

u n i h v

a w z b c

d g p o t

e j k y x q



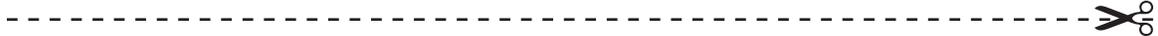
Assessment for Phonics and Sight Words

Section A

s n t m

I see the you can

me and we on is



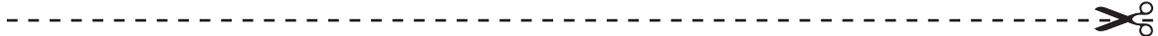
Section B

a r i f

sat man ran mat sit

yes are no isn't he

she get can't under to



----- ✂

Section C

h u d c all

o k b ck

if rat him hat mad

was go down saw my

where here they little put

----- ✂

Section D

p g l e w

sick mad tack cut rock

fall kid mop hot duck

her over have said of

out some like be come

----- ✂

Section E

math shells quick sing

much rocks catch judge

when hopping

from many call for does

your there want one water

----- ✂

**Section F**

planes smelling these brave
slide closed stone shining
cute hummed
very want full walk every
would give done move their

**Section G**

bright reaching pointed
trains boots floated strayed
north smart clowns
shoe guess whole brought
because answer should only
women toward

**Section H**

dinner punish moment
contest station crocodile
relative volcano decorate
difficult fantastic umbrella
calendar tomato eraser
education unhappiness transportation
communicate experiment

