

SIPPS ASSESSMENT AND PLACEMENT: 4-12

The **SIPPS** program provides an informal assessment for placing students initially within the different levels of the program. The form in this appendix (on pages 576-583) is for grades 4-12 and adults. (For the K-3 form, see Appendix C.) The 4-12 assessment measures the students' ability to read decodable single-syllable words, sight words, high-frequency syllables, and polysyllabic words.

This assessment will help you place students initially within **SIPPS** Plus or **SIPPS** Challenge Level. 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. After two or three weeks of instruction (perhaps after the first mastery test in **SIPPS** Plus), reconsider the placement of each student.

Preparation

Make a copy of the evaluator's form (pages 576-580) for each student you will assess, or plan to use the digital assessment support tool (available on the Learning Portal).

Whether or not you are using the digital assessment, you will need to prepare student cards from which the students will read. Photocopy the student card copy (pages 581-583), cut along the dotted lines, and paste each section onto a 5" × 7" card.

Administering the *SIPPS* Assessment

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. Use a blank index card under the row the student is reading to help him follow each row. Have the student read the words in each section aloud as you record his answers on the evaluator's form.

Avoid calling this activity a test, and be supportive of the student's effort. You might compliment the effort, but refrain from indicating whether the answer is right or wrong.

Do not give the student the pronunciation for any word during the assessment. 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"; then check the instructions at the end of the section to determine whether to continue the assessment or place the student as indicated.

Note that a student does not have to show complete mastery to advance to the next section of the assessment. We suggest a passing criterion of 80 percent for each section.

After completing the assessment, you may indicate the results and placement on the first page of the evaluator's form.

Interpreting the Assessment Results

A prerequisite for **SIPPS** Plus is knowing the names of at least 16 lowercase consonants. If a student does not pass phonics in Section A of the assessment, it's possible that she doesn't know the names of the letters either. See the section at the end of Appendix C in the **SIPPS** Plus *Teacher's Manual* for assessment and instruction for letter names.

Each student's placement is determined by his performance on the phonics portion of each section, not the sight-words portion. Sight words are assessed to determine whether sight-word knowledge is lower than phonics knowledge. When this is the case, you will need to provide further assessment and instruction in sight words: see Appendix E (pages 585-594) for students placed in Challenge Level, or, for students placed in **SIPPS** Plus, see the section at the end of Appendix C in the **SIPPS** Plus *Teacher's Manual*.

The chart on the next page shows the relationship between assessment and placement.

If the highest phonics section passed is:	Then place the student in:	Is sight-word intervention needed?
none	Plus Lesson 1	The students will receive sight-word instruction in the Plus lessons. No additional intervention is needed.
A	Plus Lesson 9	If the student failed sight words in Section A, include intervention for sight words taught in Plus Lessons 1–8.
B	Plus Lesson 16	If the student failed sight words in Section A or B, include intervention for sight words taught in Plus Lessons 1–15.
C	Plus Lesson 31	If the student failed sight words in Section A, B, or C, include intervention for sight words taught in Plus Lessons 1–30.
D	Challenge Lesson 1 with single-syllable phonics instruction	If the student failed sight words in Section A, B, C, or D, include intervention for irregular words. (See Appendix E.)
E	Challenge Lesson 1	If the student failed sight words in Section A, B, C, or D, include intervention for irregular words. (See Appendix E.)
F	The student may not need SIPPS instruction.	

Evaluator: _____ Date: _____

Student: _____ Grade: _____

SIPPS 4-12 Placement Assessment**Evaluator's Form**

Mark each item as the student responds. Use a check (✓) 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.

RESULTS

Phonics section failed _____

Sight-words section(s) failed _____

PLACEMENT_____ Plus **1 9 16 31**

_____ with sight-words intervention

_____ Challenge

_____ with single-syllable phonics instruction

_____ with sight-words intervention

Section A (assessing the material in Plus Lessons 1-8)

PHONICS (5-second limit per word)

"Read these words."

zip _____ yell _____ job _____ duck _____ wet _____

six _____ van _____ gum _____ tap _____ hog _____

quit _____ cob _____ den _____ kick _____ rug _____

Number right: ____/15 Pass (12-15 right) or Not Pass

(continues)

SIGHT WORDS (2-second limit per word)

“Read these sight words.”

have _____ words _____ you _____ are _____
 they _____ what _____ goes _____ was _____
 your _____ does _____ want _____ people _____
 give _____ where _____ one _____

Number right: ____/15 Pass (12-15 right) or Not Pass

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

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

Section B (assessing the material in Plus Lessons 9-15)

PHONICS (5-second limit per word)

“Read these words.”

path _____ shells _____ quick _____ sung _____
 chop _____ rocks _____ catch _____ judge _____
 which _____ hopping _____

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

SIGHT WORDS (2-second limit per word)

“Read these sight words.”

most _____ some _____ many _____ old _____
 come _____ would _____ very _____ walk _____
 there _____ other _____

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

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

_____ If the student does not pass phonics, place him in Plus Lesson 9.

_____ If the student failed sight words in Section A, include intervention for sight words taught in Plus Lessons 1-8.

Section C (assessing the material in Plus Lessons 16-30)

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 Pass

SIGHT WORDS (2-second limit per word)

“Read these sight words.”

said _____ could _____ watch _____ large _____
 country _____ build _____ earth _____ world _____
 head _____ thought _____

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

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

_____ If the student does not pass phonics, place her in Plus Lesson 16.

_____ If the student failed sight words in Section A or B, include intervention for sight words taught in Plus Lessons 1-15.

Section D (assessing the material in Plus Lessons 31-55)

PHONICS (5-second limit per word)

“Read these words.”

boots _____ reaching _____ pointed _____
 flies _____ stir _____ floated _____ strayed _____
 crawling _____ price _____ clown _____

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

(continues)

SIGHT WORDS (2-second limit per word)

“Read these sight words.”

through _____ brought _____ heart _____

ready _____ beautiful _____ weight _____

whole _____ neither _____ busy _____ enough _____

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

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

_____ If the student does not pass phonics, place him in Plus Lesson 31.

_____ If the student failed sight words in Section A, B, or C, include intervention for sight words taught in Plus Lessons 1-30.

Section E (assessing Challenge Level, single-syllable phonics)

PHONICS: SYLLABLES (5-second limit per syllable)

“Read these syllables.”

gress _____ flict _____ trast _____ strug _____

clude _____ crete _____ mote _____ nize _____

preme _____ dorn _____ squir _____ turb _____

bard _____ cern _____ tain _____ proach _____

toon _____ stroy _____ gree _____ cept _____

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

Continue on to Section F (regardless of whether the student passed Section E or not). Placement and intervention instructions are provided at the end of Section F.

(continues)

Section F (assessing Challenge Level, polysyllabic words)

PHONICS: POLYSYLLABIC WORDS (7-second limit per word)

“Read these words.”

property _____ relative _____ disagree _____

decorate _____ difficult _____ frequently _____

poisonous _____ recognize _____ conclusion _____

eraser _____ education _____ unhappiness _____

transportation _____ communicate _____

experiment _____ successfully _____ conversation _____

advertisement _____ regularly _____ refrigerate _____

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

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

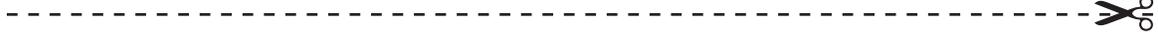
_____ If the student does not pass this section, place her in Challenge Level Lesson 1.

_____ If the student failed Section E, include the optional single-syllable phonics instruction provided in the Challenge Level lessons.

_____ If the student failed sight words in Section A, B, C, or D, include intervention for irregular sight words. (See Appendix E.)

Student Card Copy

Photocopy the student card copy and prepare cards for the students to read. Glue the words (or syllables) for each section onto a separate card.

**Section A**

zip yell job duck wet

six van gum tap hog

quit cob den kick rug

have words you are

they what goes was

your does want people

give where one

**Section B**

path shells quick sung

chop rocks catch judge

which hopping

most some many old

come would very walk

there other



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Section C

planes smelling these brave

slide closed stone shining

cute hummed

said could watch large

country build earth world

head thought

----- ✂

Section D

boots reaching pointed

flies stir floated strayed

crawling price clown

through brought heart

ready beautiful weight

whole neither busy enough

----- ✂

----- ✂

Section E

gress flict trast strug

clude crete mote nize

preme dorn squir turb

bard cern tain proach

toon stroy gree cept

----- ✂

Section F

property relative disagree

decorate difficult frequently

poisonous recognize conclusion

eraser education unhappiness

transportation communicate

experiment successfully conversation

advertisement regularly refrigerate

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