The Traffic Tie Up: A Comprehensive Guide to Reading Level Assessment

Reading level assessment is a critical component of effective literacy instruction. It helps educators determine the appropriate level of text difficulty for students to ensure that they are engaged and challenged without becoming overwhelmed or frustrated. The Traffic Tie Up is a popular reading level assessment tool that provides valuable insights into students' reading abilities. This comprehensive guide will explore the Traffic Tie Up, including its history, purpose, administration, interpretation, and implications for instruction.

The Traffic Tie Up was developed by Dr. Edward Fry in 1968. Fry was a professor of education at Rutgers University who specialized in reading instruction. He created the Traffic Tie Up as a quick and efficient way to estimate students' reading levels. The assessment is based on the idea that the number of words a student can read correctly in a timed passage is indicative of their reading ability.

The primary purpose of the Traffic Tie Up is to assess students' reading level. It can be used for a variety of purposes, including:

Mighty Truck: The Traffic Tie-Up (I Can Read Level 1)

by Chris Barton

★★★★☆ 4.6 out of 5

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File size   : 10293 KB
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The Traffic Tie Up is a timed assessment. Students are given a passage of text and asked to read aloud for one minute. The examiner records the number of words the student reads correctly in that minute. The following steps provide a detailed guide to administering the Traffic Tie Up:

1. Select an appropriate passage. The passage should be at a level of difficulty that is slightly challenging for the student. TheFry Readability Graph can be used to determine the appropriate passage difficulty level.

2. Provide clear instructions. Explain to the student that they will be reading aloud for one minute and that you will be recording the number of words they read correctly.

3. **Start the timer.** Once the student is ready, start the timer and signal them to begin reading.

4. **Mark the student's reading. While the student is reading, mark each word they read incorrectly with a slash (/). This will help you keep track of the number of errors.

5. **Stop the timer.** After one minute, stop the timer and ask the student to stop reading.

6. **Count the correct words.** Count the number of words the student read correctly. This can be done by counting the number of words that do not have a slash mark next to them.

7. **Calculate the reading level.** Use the following formula to calculate the student's reading level:

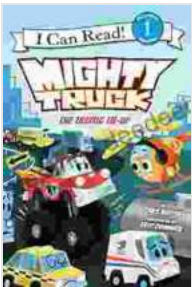Reading level = Number of correct words per minute / 60

The Traffic Tie Up results can be interpreted to provide insights into the student's reading level. The following table provides a general guide to interpreting the results:

Reading Level	Description
Below 2.0	Emergent reader
2.0 - 3.9	Beginning reader
4.0 - 5.9	Transitional reader
6.0 - 7.9	Fluent reader
8.0 and above	Proficient reader

It is important to note that the Traffic Tie Up is only an estimate of the student's reading level. It is not a diagnostic assessment and should not be used as the sole basis for making decisions about instruction.

The results of the Traffic Tie Up can have implications for reading instruction. For example, a student who scores below 2.0 may need additional support in phonemic awareness and phonics. A student who scores between 2.0 and 3.9 may benefit from instruction in fluency and vocabulary development. A student who scores between 4.0 and 5.9 may be ready for more challenging texts and independent reading opportunities.

The Traffic Tie Up is a valuable reading level assessment tool that can provide educators with insights into students' reading abilities. It is a quick and efficient way to estimate reading level and can be used to inform instruction and monitor progress. By understanding the purpose, administration, interpretation, and implications of the Traffic Tie Up, educators can use this assessment to support students' literacy development.

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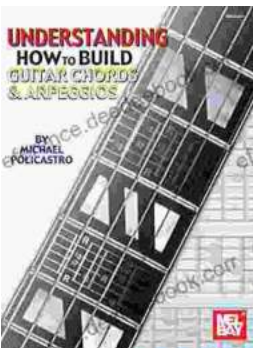
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