**MASP Supplemental Materials**

**Hixson 2023**

**Diagnostic/Prescriptive Assessment**

**Phonological Awareness Scope and Sequence**

\*Base instruction on individual needs and requirements of curricula. Multiple levels may be targeted at the same time (e.g., saying phonemes and blending; blending and segmenting, etc.). Different orders may be better for some learners.

1. Says individual phonemes and holds continuous sounds
2. Blending:
	1. Blend two and three phonemes when heard elongated or individually
	2. Blend two syllables
	3. Blend four phonemes when heard elongated or individually
	4. Blend three syllables
	5. Blends five phonemes
3. Segmenting
	1. Say the initial sound of a word
	2. Say the last sound of a word
	3. Segment two and three phoneme words (can elongate or segment)
	4. Segments four phoneme words
	5. Segments five phoneme words
4. Deletion
	1. Deletes the first phoneme of a simple word
	2. Deletes the last phoneme of a simple word
	3. Deletes the first syllable of a word
	4. Deletes the last syllable of a word
	5. Deletes a middle phoneme
5. Substitution
	1. Substitutes an initial phoneme
	2. Substitutes a final phoneme
	3. Substitutes a middle phoneme

**Basic Phonics Assessment (adapted from *Direct Instruction Reading*)**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Letter-sound correspondence and NWF Checklist**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | a | m | t | s | i | f | d | r | o | g | l | h | u | c | b | n | k | e | v | p | y | j | x | w | q  | z | D | A | R | H | G | B | E | Q |
| Letter-SoundCorrespondence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| NWF |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Capital Letter Sounds Checklist**

(Use only if they did not say one or more of the capitals correctly above)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |
| Sounds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Word Type Assessment Checklist**

**Beginning with Continuous Sounds**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Word Type | VCBeginning with a continuous sound | CVCBeginning with a continuous sound | VCC Beginning with a continuous sound | CVCCBeginning with a continuous sound |
| Words | it | am | on | up | if | fun | lad | set | win | mop |  ask | odd | ink | end | act | lamp | must | wish | felt | rots |
| Student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Beginning with short sounds, blends, and longer words**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Word Type | CVCBeginning with a stop sound | CVCC Beginning with a stop sound  | CCVCBeginning with a consonant blend | CCVCC, CCCVC, and CCCVCCLonger words |
|  Words |  cup | tin |  hot | bet | pan | dust | hand | cent | dish | golf | crib  | blow | snap | flat | frog | clamp  | spent | scrap | scrimp | drink |
| Student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

a m t s i f

d r o g l h

u c b n k e

v p y j x w

q z

D A R H G B

E Q

J P I S K V

Q L Z N W A

H E T Y F C

O B G R M D

X U

it am on up if

fun lad set win mop

ask odd ink end act

lamp must wish felt rots

cup tin hot bet pan

dust hand cent dish golf

crib blow snap flat frog

clamp spent scrap scrimp drink

**Teacher Interview for Problem Solving Academic Problems**

**Reading**

1. Reading series
2. Time devoted to reading
3. Supplemental reading instruction (if any)
4. Previous intervention efforts, if any
5. Have the teacher rate the student’s skills compared to classmates and group (if reading instruction occurs in groups) using this scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1Well below average | 2Below average | 3Average | 4Above average | 5Well above average |

* 1. Phonemic awareness
	2. Letter-sound correspondence (phonics)
	3. Ability to blend phonetic elements to read words
	4. Sight word reading
	5. Reading Fluency
	6. Vocabulary
	7. Ability to answer literal comprehension questions
	8. Ability to answer inferential comprehension questions
	9. Enjoyment of reading
1. Is performance during reading instruction a problem?
	1. Describe
2. Is performance during independent reading assignments a problem?
	1. Describe
3. Is homework in language arts a problem?
	1. Is homework completion or homework accuracy a problem?
	2. If so, is homework clarified and verified before assigned?
4. Describe explicit instruction strategies used in language arts.
5. Describe contingencies in place for work completion.
6. Describe contingencies in place for inaccurate work.
7. Most recent grades on language arts assignments and tests.
8. Standardized test results in reading.

**Mathematics**

1. Math series
2. Time devoted to math
3. Supplemental math instruction (if any)
4. Previous intervention efforts, if any
5. Obtain a copy of the school’s mathematics scope and sequence for the grade of the student. Have the teacher indicate on this sequence the skills the student has mastered, are in development, or are unknown.
6. Does the student have difficulty with and is below average in his math group/class in:
* Addition: Yes No If yes, then:

Y / N Does student understand concept of addition?

Y / N Can figure out add facts?

Y / N Add facts memorized?

Y / N Addition with regrouping?

Y / N Addition story problems?

Put comments here (e.g., about strategy student uses to solve addition problems (e.g., fingers)):

* Subtraction: Yes No If yes, then:

Y / N Does student understand concept of subtraction?

Y / N Can figure out subtraction facts?

Y / N Subtraction facts memorized?

Y / N Subtraction with regrouping?

Y / N Subtraction story problems?

Put comments here (e.g., about strategy student uses to solve subtraction problems (e.g., fingers)):

* Multiplication: Yes No If yes, then:
* Does student understand the concept of multiplication?
* Can figure out multiplication facts?
* Multiplication facts memorized?
* Multi digit multiplication problems with carrying?
* Multiplication story problems?

Put comments here (e.g., about strategy student uses to solve multiplication problems (e.g., fingers)):

* Division: Yes No If yes, then:
* Does student understand concept of division?
* Can figure out division facts?
* Division facts memorized?
* Can solve long division problems?
* Division story problems?

Put comments here:

* Fractions: Yes No If yes, then:
	+ - * Describe areas of difficulty (concept, add, subtract, multiply, divide, etc.).
			* Decimals: Yes No If yes, then:
* Describe areas of difficulty (concept, add, subtract, multiply, divide, etc.).
* Percents: Yes No If yes, then:
	+ Describe areas of difficulty (concept, add, subtract, multiply, divide, etc).
	+ Measurement: Yes No If yes, then:
	+ Indicate the area of difficulty:
		1. Length
		2. Area
		3. Volume
	+ Money: Yes No If yes, then:
	+ Describe areas of difficulty (e.g., identifying value of coins, counting change, decimal notation in money, reading price lists):
	+ Algebra: Yes No If yes, then:
	+ Describe areas of difficulty (.e.g….:
	+ Geometry: Yes No If yes, then:
	+ Describe areas of difficulty (e.g….:
1. Is performance during math instruction a problem?
	1. Describe
2. Is performance during independent math assignments a problem?
	1. Describe
3. Is homework in mathematics a problem?
	1. Is homework completion or homework accuracy a problem?
	2. If so, is homework clarified and verified before assigned?
4. Describe explicit instruction strategies used in math.
5. Describe contingencies in place for work completion.
6. Describe contingencies in place for inaccurate work.
7. Most recent grades on math assignments and tests.
8. Standardized test results in math.

**Written Language**

1. Writing and spelling series
2. Time devoted to writing and spelling
3. Supplemental writing instruction (if any)
4. Previous intervention efforts, if any

Does the student have difficulty with and is below average in his writing group/class in:

Composition

* Describe student’s skills in:
* Organization (e.g., central thesis with supporting ideas)
* Creativity
* Sentence structure
* Paragraph structure

Mechanics

* Describe student’s skills in:
* Spelling
* Legibility
* Capitalization
* Punctuation
* Writing speed (too fast or too slow)
1. Is performance during writing instruction a problem?
	1. Describe
2. Is performance during independent writing assignments a problem?
	1. Describe
3. Is homework in writing a problem?
	1. Is homework completion or homework accuracy a problem?
	2. If so, is homework clarified and verified before assigned?
4. Describe explicit instruction strategies used in writing.
5. Describe contingencies in place for work completion.
6. Describe contingencies in place for inaccurate work.
7. Most recent grades on writing or spelling assignments and tests.
8. Standardized test results in writing.

**Word Attack Skills Test (adapted from Direct Instruction Reading)**

**Instructions:** Have the student read the list of word from the student booklet. Indicate if the student read the corresponding sound in each word correctly by placing a checkmark √ next to the word. Note that scoring is done by correct target sound and not correct word. Under the Score column, indicate how many words out of three the student read the corresponding sound correctly (3/3).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** |  | **Sound** | **Word 1** | **Word 2** | **Word 3** |
| 1. 1
 | Digraph | (th) | bath | the | with |
|  | Digraph | (wh) | when | whip | white |
|  | Suffix | (ing) | handing | cutting | digging |
|  | R controlled | (er) | matter | speller | bigger |
|  | Digraph | (sh) | shop | fish | wish |
|  | L controlled | (ol) | fold | bolt | toll |
|  | Digraph | (oa) | loan | coat | soap |
|  | Digraph | (ea) | neat | bead | east |
|  | Digraph | (oo) | toot | cool | hoop |
|  | Digraph | (ee) | meet | weed | three |
|  | Digraph | (ai) | pain | maid | trait |
|  | Prefix | (be) | before | become | behave |
|  | Digraph | (ay) | say | away | gray |
|  | Digraph | (ow) /ō/ | tow | own | blow |
|  |  | (ink) | pink | stink | link |
|  | Digraph | (ook) | book | look | hook |
|  |  | (all) | ball | small | tall |
| 1. 2
 |  | (VCe) | hope | cane | fine |
|  | Digraph | (ck) /k/ | kick | lick | sick |
|  | Suffix | (ed) with /t/, /d/, ed/ sound | licked | filled | handed |
|  |  | (qu) | quit | quick | quiet |
|  | Prefix | (re) | retest | redo | renew |
|  | Suffix | (est) | crest | best | test |
|  | R controlled | (ar) | bar | car | tar |
|  | Digraph | (ch) | lunch | chip | rich |
|  | Prefix | (un) | undone | unless | unfit |
|  | R controlled | (or) | port | born | storm |
|  | Y-Derivative | (y) to iest/r/d endings | happiest | sillier | cried |
|  | Digraph | (ou) | proud | sound | loud |
|  | R controlled | (ir) | thirst | bird | stir |
|  | R controlled | (ur) | burst | church | hurt |
|  | Digraph | (kn) | know | knot | knee |
|  | Digraph | (oi) | boil | join | noise |
|  | Digraph | (oy) | ploy | toy | enjoy |
|  | Digraph | (ph) | graph | phone | dolphin |
|  | Digraph | (wr) | wrap | write | wreck |
|  | Digraph | (au) | haunt | fault | sauce |
|  | Digraph | (aw) | crawl | hawk | claw |
|  | Digraph | (ew) /ōō/ |  stew | grew | flew |
|  | Digraph | (ie) /ē/ | believe | field | grief |
|  |  | (g) /j/ | age | gym | giant |
|  |  | (ang) | bang | sang | gang |
|  |  | (ice) (ace) | space | place | dice |
|  |  | (ind) | kind | behind | remind |
|  |  | (ong) | song | long | wrong |
|  | Prefix | (ab) |  abnormal | absent |  abstain |
|  | Digraph | (igh) | sigh | high | thigh |
|  | Suffix | (ment) | payment | agreement | shipment |
|  | Suffix | (teen) | sixteen | velveteen | canteen |
|  | Suffix | (ful) | handful | careful | awful |
| 1. 3
 | Prefix | (dis) | distant | disappear | dismiss |
|  | Prefix | (mis) | mistake | mislaid | misprint |
|  | Suffix | (ness) | darkness | madness | witness |
|  | Prefix | (con) | confuse | concrete | confess |
|  | Prefix | (pre) | predate | pretend | preorder |
|  | Suffix | (tion) | invention | action | question |
|  | Prefix | (in) | inside | income | induce |
|  | Prefix | (im) | impact | imagine | improve |
|  | Suffix | (ible) | sensible | horrible | flexible |
|  | Suffix | (age) | package | luggage | village |
|  | Suffix | (sion) | mission | tension | division |
|  | Suffix | (ation) | vacation | invitation | sensation |
|  | Suffix | (ion) | million | fashion | region |
|  | Suffix | (ous) | envious | famous | religious |
|  | Suffix | (able) | enjoyable | likeable | adaptable |
|  |  | (en) | even | when | enter |
|  | Suffix | (ic) | electric | basic | metric |
|  | Final (E) | (ate) | date | plate | crate |
|  | Suffix | (less) | useless | endless | sleepless |
|  | Suffix | (ist) | artist | dentist | activist |
|  | Suffix | (ence) | sentence | absence | silence |
|  | Suffix | (ship) | friendship | fellowship | relationship |
|  | Prefix | (de) |  decide | detail | deliver |
|  | Prefix | (over) | overtime | overhead | overall |
| 1. 4
 | Prefix | (com) | compare | computer | combine |
|  | Suffix | (ive) | detective |  captive | forgive |
|  | Prefix | (ac) | accuse | accept | acknowledge |
|  | Suffix | (ance) | chance | stance | dance |
|  | Suffix | (ish) | selfish | accomplish | finish |
|  | Prefix | (pre) | prepare | preschool | predict |
|  | Prefix | (ex) | expect | explain | exit |
|  | Prefix | (for) | forward | forever | forbid |
|  | Suffix | (ize) | realize | memorize | idolize |
|  | Digraph | (ure) | adventure | creature | future |
|  | Prefix | (inter) | interfere | intersect | interrupt |
|  | Suffix | (ism) | realism | prism | racism |
|  | Suffix | (tive) | motive | creative | native |
|  | Suffix | (sive) | expensive | abusive | massive |
| 1. 5
 | Suffix | (ly) | safely | lonely | ally |
|  | Suffix | (ary) | military | library | imaginary |
|  | Suffix | (ity) | city | gravity | entity |
|  | Suffix | (ant) | distant | infant | servant |
|  | Suffix | (ent) | accident | investment | confident |
|  | Suffix | (cious) | vicious | delicious | precious |
|  | Suffix | (ture) |  stature | future | picture |
|  | Suffix | (cial) | facial  | crucial | special |
|  | Suffix | (tious) | cautious | ambitious | nutritious |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. 1
 | bath | the | with |
|  | when | whip | white |
|  | handing | cutting | digging |
|  | matter | speller | bigger |
|  | shop | fish | wish |
|  | fold | bolt | toll |
|  | loan | coat | soap |
|  | neat | bead | east |
|  | toot | cool | hoop |
|  | meet | weed | three |
|  | pain | maid | trait |
|  | before | become | behave |
|  | say | away | gray |
|  | tow | own | blow |
|  | pink | stink | link |
|  | book | look | hook |
|  | ball | small | tall |
|  | hope | cane | fine |
|  | kick | lick | sick |
|  | licked | filled | handed |
|  | quit | quick | quiet |
|  | retest | redo | renew |
|  | crest | best | test |
|  | bar | car | tar |
|  | lunch | chip | rich |
|  | undone | unless | unfit |
|  | port | born | storm |
|  | happiest | sillier | cried |
|  | proud | sound | loud |
|  | thirst | bird | stir |
|  | burst | church | hurt |
|  | know | knot | knee |
|  | boil | join | noise |
|  | ploy | toy | enjoy |
|  | graph | phone | dolphin |
|  | wrap | write | wreck |
|  | haunt | fault | sauce |
|  | crawl | hawk | claw |
|  | stew | grew | flew |
|  | believe | field | grief |
|  | age | gym | giant |
|  | bang | sang | gang |
|  | space | place | dice |
|  | kind | behind | remind |
|  | song | long | wrong |
|  | abnormal | absent | abstain |
|  | sigh | high | thigh |
|  | payment | agreement | shipment |
|  | sixteen | velveteen | canteen |
|  | handful | careful | awful |
| 1. 3
 | distant | disappear | dismiss |
|  | mistake | mislaid | misprint |
|  | darkness | madness | witness |
|  | confuse | concrete | confess |
|  | predate | pretend | preorder |
|  | invention | action | question |
|  | inside | income | induce |
|  | impact | imagine | improve |
|  | sensible | horrible | flexible |
|  | package | luggage | village |
|  | mission | tension | division |
|  | vacation | invitation | sensation |
|  | million | fashion | region |
|  | envious | famous | religious |
|  | enjoyable | likeable | adaptable |
|  | even | when | enter |
|  | electric | basic | metric |
|  | date | plate | crate |
|  | useless | endless | sleepless |
|  | artist | dentist | activist |
|  | sentence | absence | silence |
|  | friendship | fellowship | relationship |
|  | decide | detail | deliver |
|  | overtime | overhead | overall |
| 1. 4
 | compare | computer | combine |
|  | detective | captive | forgive |
|  | accuse | accept | acknowledge |
|  | chance | stance | dance |
|  | selfish | accomplish | finish |
|  | prepare | preschool | predict |
|  | expect | explain | exit |
|  | forward | forever | forbid |
|  | realize | memorize | idolize |
|  | adventure | creature | future |
|  | interfere | intersect | interrupt |
|  | realism | prism | racism |
|  | motive | creative | native |
|  | expensive | abusive | massive |
| 1. 5
 | safely | lonely | ally |
|  | military | library | imaginary |
|  | city | gravity | entity |
|  | distant | infant | servant |
|  | accident | investment | confident |
|  | vicious | delicious | precious |
|  | stature | future | picture |
|  | facial | crucial | special |
|  | cautious | ambitious | nutritious |

**Independent Practice Difficulty**

1. Make sure independent practice is done correctly. See checklist on p. 233 of *Explicit Instruction.*

Observe how independent seatwork is done. Are there routines? Does teacher clarify assignment and verify understanding?

Look at:

Assignment completion Pass (P) No pass (NP)

Assignment accuracy P NP

Attention during independent practice P NP

Rule following during independent practice P NP

Try to use open-ended questions to get answers to the following questions

1. Does the student understand what the teacher wants the student to do?
	1. Yes
	2. No
	3. Unsure
	4. Notes:
2. Does the student know what rules were in effect during the observation?
	1. Yes
	2. No
	3. Unsure
	4. Notes:
3. Does the student like this subject?
	1. Yes
	2. No
	3. Unsure
	4. Notes:
4. Does the student feel confident in his/her ability to do the assignment?
	1. Yes
	2. No
	3. Unsure
	4. Notes:
5. Does the student feel he/she is given enough time to do the assignment?
	1. Yes
	2. No
	3. Unsure
	4. Notes:
6. Does the student know what to do when he/she is having trouble with an assignment?
	1. Yes
	2. No
	3. Unsure
	4. Notes:
7. What things help you complete an assignment? (e.g., working with another student, help from the teacher)

**Error Analysis**

Review the errors the student made on the assignment and try to figure out why they occurred. It is usually helpful to ask the student how she tried to solve each problem or what she thought she was supposed to do for each question. Have the student “talk aloud” while solving the problem or have her pretend to be the teacher and teach you how to solve it. An accurate error analysis may require you to create more problems of certain types to more accurately identify a pattern.

Answer these questions:

Does the student correct answers when pointed out?

Is the student inaccurate? (e.g., below 85% correct)

1. Why?
	1. Not understanding the assignment
	2. Missing technical vocabulary
	3. Missing prerequisite skills (if so, work backwards until you find the point where the student can be successful. This is where instruction should begin.)
2. What level of prompting is necessary to improve performance? [Gradually increase the level of prompt from least to most intrusive.]

Is the student accurate but slow?

**Homework Difficulty**

Use the questions and checklist below to try to identify why the problem is occurring. Also, be sure that the homework assignment is well designed (see the *Explicit Instruction* book).

Ask the student about the homework.

* How does the student know when there is homework?
* How do you know what to take home?
* Do you take the things you need home?
* When do you do homework? Where do you do homework?
* How do you bring your homework back to school?
* How do you turn it in to the teacher?
* What are the consequences for turning in homework?
* For not turning in homework?