UNIT 4 SUMMATIVE ASSESSMENT:
Initial Blends
(Lessons 44–48)

In Tandem
READING | WRITING | PHONICS
KINDERGARTEN

Assessment Overview

PHONOLOGICAL/PHONEMIC AWARENESS (INDIVIDUAL ASSESSMENT)

- Blending
- Segmenting

Materials Needed
- Teacher Assessment Script
- Group Recording Form

DECODING (INDIVIDUAL ASSESSMENT)

- Reading Words: Phonics Words
- Reading Words: Sight Words

Materials Needed
- Teacher Assessment Script
- Decoding Student Form (1 copy total)
- Group Recording Form

ENCODING (GROUP ASSESSMENT)

- Writing Words
- Writing Sight Words
- Writing Sentences

Materials Needed
- Teacher Assessment Script
- Encoding Student Form (1 copy per student)
- Pencils
- Group Recording Form

Teacher Assessment Script

Phonological/Phonemic Awareness

INDIVIDUAL ASSESSMENT

Directions: Assess students individually for this portion of the assessment. Use the Group Recording Form to record student responses. Use the blank space provided in the corresponding boxes to record what the student says if they make an error.

Blending (3 points): Begin by modeling the process by following the script below. Then dictate the **onset-rime OR phonemes** in the first word of the **Phonics Words** row on the Decoding Student Form. Have the student blend the onset-rime or phonemes to say the word. Repeat with **the next two words** from that row.

Assessment Script (Onset-Rime): *I am going to say two parts of a word. Then you are going to put the two parts together to make one word. For example, if I say /fl/ /at/, you will blend the sounds together to say* flat.

Assessment Script (Phonemes): *I am going to say the sounds in a word. Then you are going to put those sounds together to make one word. For example, if I say /f/ /l/ /a/ /t/, you will put the sounds together to say* flat.

Segmenting (2 points): Begin by modeling the process by following the script below. Then dictate **the fourth word** in the **Phonics Words** row on the Decoding Student Form. Ask the student to segment by **onset-rime OR phoneme**. **Repeat with the fifth word.**

Assessment Script (Onset-Rime): *I am going to say a word. Then you are going to break the word into two separate parts. For example, if I say* slip, *you will segment the sounds to /sl/ /ip/.*

Assessment Script (Phonemes): *I am going to say a word. Then you are going to break the word apart by listening for all the sounds. For example, if I say* slip, *you will segment the sounds to /s/ /l/ /i/ /p/.*

Decoding

INDIVIDUAL ASSESSMENT

Directions: Assess students individually for this portion of the assessment. Use the Group Recording Form to record student responses. Use the blank space provided in the corresponding boxes to record what the student says if they make an error. **Please note that the scoring will vary for Reading Words: Sight Words depending on the number of words being assessed.**

Reading Words: Phonics Words (5 points): Place the Decoding Student Form on the table in front of the student. Point to the first word in the Phonics Words row and say, *You are going to read the words in this row to me. Start here.* Have the student read the words in the **Phonics Words** row and record their responses on the Group Recording Form.

Reading Words: Sight Words (5 points): Now point to the first word in the first row of the Sight Words portion of the Decoding Student Form. Say, *You are going to read these words to me. Start here.* Have the student read the **Sight Words** and record their responses on the Group Recording Form. Have the student point to each word as they read it. If the student needs support, cover the words, displaying one row at a time, or you can point to each word and have the student read it.

Scoring: Use the Group Recording Form to record the total number of correct responses in the corresponding column. Additionally, record student errors in the corresponding boxes. If the student reads one of the words incorrectly, record what the student said over the correct word (e.g., *hmmm/him*).

Encoding
GROUP ASSESSMENT

Directions: Assess students together in small group for this portion of the assessment. Give each student a copy of the Encoding Student Form and a pencil. After administering this portion of the assessment, record each student's score on their individual student forms. Then compile the scores on the Group Recording Form.

Writing Words (5 points): Follow the assessment script provided below. Begin by dictating the first word and then use the word in a sentence. Then say the word again and ask students to repeat it. Finally, have students write the word on the line. Repeat the process with each word listed. Remind students to write only one word on each line.

Assessment Script: *Find the* **flower** *and put your finger on it. I will say a word and use it in a sentence. Then I will say the word again, and you will repeat it. Finally, you will write the word on the line on your paper.*

Words to Dictate: **drum**, **fled**, **brag**, **slid**, **spot**

Writing Sight Words (5 points): Follow the assessment script provided below. Begin by dictating the first word and then use the word in a sentence. Then say the word again and ask students to repeat it. Finally, have students write the word on the line. Repeat the process with each word listed. Remind students to write only one word on each line.

Assessment Script: *Find the* **star** *and put your finger on it. I will say a word and use it in a sentence. Then I will say the word again, and you will repeat it. Finally, you will write the word on the line on your paper.*

Words to Dictate: **down**, **play**, **then**, **make**, **I'm**

Writing Sentences (4 or 7 points): Follow the assessment script provided below. Begin by dictating the sentence and then have students repeat it. Some students may need to have the sentence dictated in phrases. Remind students to write the sentence on the lines provided, to use their best handwriting, and to put a space between each word. Please note that while two sentences are provided, the second one is optional.

Scoring: Words being assessed appear in **bold** in the sentence(s). Record the number of bold words each student spells correctly over the total number of bold words on their individual Encoding Student Form.

Assessment Script: *Find the* **square** *and put your finger on it. You are going to write two sentences. Let's start with the first sentence. First, I will say the sentence. Then we will say it together before you start writing.*

- Dictate the first sentence: **Brad** *and* **Flin make** *a* **sled**.
- Have students repeat the sentence.
- *Now write the sentence on your paper. Remember to use your best handwriting and to put a space between each word.*

OPTIONAL: *Now let's write the second sentence.*

- Dictate the second sentence: **Then** *they* **spin** *going* **down** *the hill.*
- Have students repeat the sentence.
- *Now write the sentence on your paper. Remember to use your best handwriting and to put a space between each word.*

Phonics Words

brim	flop	drag	sped	slug

Sight Words

play	make	I'm	down	then

Encoding

Student Form

Name: _____ Date: _____

✿ Writing Words

_____ _____ _____ _____ _____

____/5

★ Writing Sight Words

_____ _____ _____ _____ _____

____/5

■ Writing Sentences

_____

_____

_____

_____

_____

____/4 or 7