



SUMMATIVE ASSESSMENTS: UNITS 1-6

Teacher Administration Directions

For the In Tandem Second Grade program, the summative assessments grow in complexity across the units to complement the changes in the instruction and learning as the lessons progress. The assessments are to be administered at the end of each unit to assess students' control of the phonemic awareness skills, phonic elements, and sight words that were introduced, modeled, and practiced within that span of lessons.

SECOND GRADE IN TANDEM UNITS:

Unit	Lessons	Phonic Elements
Unit 1	Lessons 1-12	Final Blends and Long Vowels: Silent -e
Unit 2	Lessons 13-24	Vowel Teams
Unit 3	Lessons 25-33	Vowel-r Combinations and Complex Blends
Unit 4	Lessons 34-47	Diphthongs and Complex Vowel-r Combinations
Unit 5	Lessons 48-54	Other Vowel Teams and Spelling Patterns
Unit 6	Lessons 55-60	Affixes

SUMMATIVE ASSESSMENT OVERVIEW:

Assessment Components	Materials Needed
Phonemic Awareness (Individual Assessment) <ul style="list-style-type: none"> • Blending (Units 1-5)* • Segmenting (Units 1-5)* 	<ul style="list-style-type: none"> • Teacher Assessment Script • Group Recording Form
Decoding (Individual Assessment) <ul style="list-style-type: none"> • Reading Words: Phonics Words (Units 1-6) • Reading Words: Sight Words (Units 1-4)* 	<ul style="list-style-type: none"> • Teacher Assessment Script • Decoding Student Form (1 copy total) • Group Recording Form
Encoding (Group Assessment) <ul style="list-style-type: none"> • Writing Words (Units 1-6) • Writing Sight Words (Units 1-4)* • Writing Sentences (Units 1-6) 	<ul style="list-style-type: none"> • Teacher Assessment Script • Encoding Student Form (1 copy per student) • Pencils • Group Recording Form

***Note:** Assessment of phonemic awareness skills stops after Unit 5. The phonics skills practiced and assessed in Unit 6 are multisyllabic words with affixes with more than six phonemes and therefore no longer assessed at the phoneme level. Additionally, sight words are no longer assessed after Unit 4 to correspond with the lessons. Sight words are no longer explicitly taught starting at Unit 5. However, previously taught sight words may be added to summative assessments in Units 5 and 6 as needed for additional progress monitoring.

Administration: The Phonemic Awareness and Decoding portions of the assessment are to be administered individually. The Encoding portion of the assessment is to be administered to all students in the group at the same time. **It is recommended to administer the Phonemic Awareness portion of the assessment first, followed by the Decoding portion as both utilize the same list of words.** Do not show students the Decoding Student Form during the Phonemic Awareness portion of the assessment. This gives students the opportunity to blend and segment words auditorily prior to seeing them in print to decode them. The Encoding portion of the assessment can be administered prior to the Phonemic Awareness portion or after the Decoding portion of the assessment.

Scoring: Use the Group Recording Form to record students' responses and scores for each portion of the assessment. For the Encoding portions of the assessment, there are places to indicate students' results directly on the Encoding Student Forms. After administering the Encoding portion of the assessment, record students' scores on the individual Encoding Student Forms, then transfer them to the Group Recording Form. Results from the summative assessments are used to inform where cumulative review might be needed to strengthen knowledge/skills or to indicate where additional instruction is needed.