



Unit 5.b Summative Assessment

Affixes

(Lessons 13–18)

ASSESSMENT OVERVIEW

DECODING (INDIVIDUAL ASSESSMENT)

- Reading Words: Phonics Words

MATERIALS NEEDED:

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

ENCODING (GROUP ASSESSMENT)

- Writing Words
- Writing Sentences

MATERIALS NEEDED:

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

TEACHER ASSESSMENT SCRIPT

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.

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.

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: **preschool, likeable, rethink, walkable, childish**

Writing Sentences (3 points): Follow the assessment script provided below. Begin by dictating the sentence and then have students repeat it a few times. 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.

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: *Dad helped Brad **repair** his **oldish** bike.*
- 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.*

Now let's write the second sentence.

- Dictate the second sentence: *Brad was very **thankful**.*
- 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.*

DECODING

Student Form

Phonics Words

portable	cheerful	pinkish	invalid	preheat
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ENCODING

Student Form

Name: _____ Date: _____

Writing Words

_____ /5

Writing Sentences

_____ /3