

Unit 2.a Summative Assessment
Short Vowels
(Lessons 1–14)

ASSESSMENT OVERVIEW

**PHONOLOGICAL/PHONEMIC AWARENESS
(INDIVIDUAL ASSESSMENT)**

- Rhyming
- 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.

Rhyming (3 points): Begin by modeling the process by following the script below. Then say the first word and ask the student to say a word that rhymes with that word. Repeat with the rest of the words listed.

Assessment Script: *I am going to say a word, and you are going to tell me a word that rhymes with that word. For example, if I say got, you could say pot or lot.*

Student Assessment: **pit, hot, mug**

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 whole 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 /k/ /at/, you will blend the sounds together to say cat.*

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 /k/ /a/ /t/, you will put the sounds together to say cat.*

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 **phonemes**. **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 sit, you will segment the sounds to /s/ /it/.*

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 sit, you will segment the sounds to /s/ /i/ /t/.*

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 (12 points): 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, 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: **hat, cups, red, sit, not**

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: **here, you, see, look, have**

Writing Sentences (6 or 10 points): Follow the assessment script provided below. Begin by dictating the sentence and then have students repeat it as they tap each corresponding line on their paper. Some students may need to have the sentence dictated in phrases. Remind students to write one word per line and to use their best handwriting. Please note, 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. You will write a word on each line of your paper. Let's start with the first sentence. First, I will say the sentence. Then we will say it together as you tap one line per word.*

- Dictate the first sentence: **Gus and Deb like to jog.**
- Have students repeat the sentence as they tap one line per word on their papers.
- *Now write the sentence on your paper. Remember to use your best handwriting and to put one word on each line.*

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

- Dictate the second sentence: **"I can win," said Gus.**
- Have students repeat the sentence as they tap one line per word on their papers.
- *Now write the sentence on your paper. Remember to use your best handwriting and to put one word on each line.*

DECODING

Student Form

Phonics Words

rim	pens	box	tap	mud
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Sight Words

is	no	the	here
see	said	like	and
out	have	look	to
you	your		

ENCODING

Student Form

Name: _____ Date: _____

Writing Words

_____ /5

Writing Sight Words

_____ /5

Writing Sentences

_____ /6 or 10