

Summative Assessments

Teacher Administration Directions

For the Phonics Launch program, the summative assessments grow in complexity across the sets 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 phonological/phonemic awareness skills, phonic elements, and sight words that were introduced, modeled, and practiced within that span of lessons.

On Our Way Set 1 Units:

Unit	Lessons	Phonic Elements
Unit 2.a	Lessons 1–12	Short Vowels
Unit 2.b	Lessons 13–19	Initial and Final Digraphs
Unit 2.c	Lessons 20–24	Initial Blends

On Our Way Set 2 Units:

Unit	Lessons	Phonic Elements
Unit 2.a	Lessons 1–12	Short Vowels
Unit 2.b	Lessons 13–18	Initial and Final Digraphs
Unit 2.c	Lessons 19–24	Initial Blends and Final Digraphs

On Our Way Set 3 Units:

Unit	Lessons	Phonic Elements
Unit 2.a	Lessons 1–14	Short Vowels
Unit 2.b	Lessons 15–19	Initial and Final Blends
Unit 2.c	Lessons 20–24	Floss Rule and Initial and Final Digraphs

Summative Assessment Overview:

Assessment Components	Materials Needed
Phonological/Phonemic Awareness (Individual Assessment) <ul style="list-style-type: none"> • Rhyming (Unit 2.a only) • Blending • Segmenting 	<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 • Reading Words: Sight Words 	<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 • Writing Sight Words • Writing Sentences 	<ul style="list-style-type: none"> • Teacher Assessment Script • Encoding Student Form (1 copy per student) • Pencils • Group Recording Form

Administration: The Phonological/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 Phonological/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 Phonological/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 Phonological/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 portion 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.