



**Unit 6.b Summative Assessment**  
**Vowel-r Combinations, Vowel Teams, and Spelling Patterns**  
(Lessons 7–12)

**ASSESSMENT OVERVIEW**

**PHONEMIC AWARENESS (INDIVIDUAL ASSESSMENT)**

- Blending
- Segmenting

**MATERIALS NEEDED:**

- Teacher Assessment Script
- Group Recording Form

**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

**VOCABULARY (GROUP ASSESSMENT)**

- Applying Vocabulary Words

**MATERIALS NEEDED:**

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

# TEACHER ASSESSMENT SCRIPT

## 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 **phonemes** in the first word of the Phonics Words row on the Decoding Student Form. Have the student blend the phonemes to say the word. Repeat with **the next two words** from that row.

Assessment Script: *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 /l/ /ī/ /t/ /l/ /ē/, you will put the sounds together to say lightly.*

**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 **phoneme**. Repeat with **the fifth word**.

Assessment Script: *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 sister, you will segment the sounds to /s/ /i/ /s/ /t/ /r/.*

## 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: **chirp, worker, climb, bright, shyly**

**Writing Sentences (9 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 and to use their best handwriting.

**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. Please note, words that contain two phonic elements being assessed will be scored as two points (for example, *knight, armor, and sturdy*).

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: *The **knight wrote** to the king to ask for **armor**.*
- Have students repeat the sentence.
- *Now write the sentence on your paper. Remember to use your best handwriting.*

*Now let's write the second sentence.*

- Dictate the second sentence: *His was no **longer sturdy**.*
- Have students repeat the sentence.
- *Now write the sentence on your paper. Remember to use your best handwriting.*

# VOCABULARY

## Group Assessment

**Directions:** Assess students together in small group for this portion of the assessment. Give each student a copy of the Vocabulary 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.

**Vocabulary Words (6 points):** Follow the assessment script provided below.

Assessment Script: *Find the **triangle** and put your finger on it. Read the words in the Vocabulary Word Bank. Then read the first sentence. Check the Vocabulary Word Bank and think about which word makes sense in the blank. Write that word in the blank and cross it off the list so you know it's used. Keep going—read each new sentence, choose the word that fits best, write it in, and cross it off—until you finish them all.*

### Correct Responses:

1. **Scorching**—It was a **scorching** day, so we stayed in the shade.
2. **Confirm**—Please **confirm** that you will come to my birthday party.
3. **Forage**—The birds **forage** for seeds in the grass.
4. **Delight**—It is a **delight** to eat ice cream on a hot day.
5. **Loveliest**—The rose was the **loveliest** flower in the garden.
6. **Knight**—The **knight** rode his horse to the castle gate.

# DECODING

## Student Form

### Phonics Words

lovely	marshes	wrapping	brighter	tardy
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# ENCODING

## Student Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Writing Words

\_\_\_\_\_ /5

### Writing Sentences

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /8

# VOCABULARY

## Student Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### ▲ Vocabulary Word Bank

knight   loveliest   confirm   delight   scorching   forage

1. It was a \_\_\_\_\_ day, so we stayed in the shade.
2. Please \_\_\_\_\_ that you will come to my birthday party.
3. The birds \_\_\_\_\_ for seeds in the grass.
4. It is a \_\_\_\_\_ to eat ice cream on a hot day.
5. The rose was the \_\_\_\_\_ flower in the garden.
6. The \_\_\_\_\_ rode his horse to the castle gate.

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