



Unit 6.c Summative Assessment
Diphthong Vowel Teams and Other Vowel Teams
(Lessons 13–18)

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 /f/ /r/ /ow/ /n/, you will put the sounds together to say frown.*

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 shouted, you will segment the sounds to /sh/ /ou/ /t/ /e/ /d/.*

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: **crown, author, enjoy, suitcase, drawing**

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, *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: A **bluebird** made a **loud noise** as it **flew overhead**.
- 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: It **caught** sight of a yummy **fruit**.
- 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 has been 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. **Scowled**—She **scowled** at her brother when he took her toy.
2. **Midden**—The rat's **midden** was filled with old scraps of food.
3. **Gnawed**—The mouse **gnawed** a hole in the bag of seeds.
4. **Poisonous**—We learned that some mushrooms are **poisonous** to eat.
5. **Dread**—The class was full of **dread** before they had to perform in front of a crowd.
6. **Ploy**—The fox used a **ploy** to get the crow to drop the food.

DECODING

Student Form

Phonics Words

feather	boiled	awfully	pouches	applaud
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ENCODING

Student Form

Name: _____ Date: _____

Writing Words

_____ /5

Writing Sentences

_____ /7

VOCABULARY

Student Form

Name: _____ Date: _____

▲ Vocabulary Word Bank

poisonous midden scowled ploy dread gnawed

1. She _____ at her brother when he took her toy.
2. The rat's _____ was filled with old scraps of food.
3. The mouse _____ a hole in the bag of seeds.
4. We learned that some mushrooms are _____ to eat.
5. The class was full of _____ before they had to perform in front of a crowd.
6. The fox used a _____ to get the crow to drop the food.

____/6