



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 phonemic awareness skills, phonic elements, and vocabulary that were introduced, modeled, and practiced within that span of lessons. If students are demonstrating proficiency in blending and segmenting phonemes, the phonemic awareness portion of the summative assessment can be optional.

Orbiting Units:

Unit	Lessons	Phonic Elements
Unit 6.a	Lessons 1–6	Long Vowel Spelling Patterns, Trigraphs, and Vowel Teams
Unit 6.b	Lessons 7–12	Vowel-r Combinations, Vowel Teams, and Spelling Patterns
Unit 6.c	Lessons 13–18	Diphthong Vowel Teams and Other Vowel Teams

Summative Assessment Overview:

Assessment Components	Materials Needed
Phonemic Awareness (Individual Assessment) <ul style="list-style-type: none"> • 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 	<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 Sentences 	<ul style="list-style-type: none"> • Teacher Assessment Script • Encoding Student Form (1 copy per student) • Pencils • Group Recording Form
Vocabulary (Group Assessment) <ul style="list-style-type: none"> • Applying Vocabulary Words 	<ul style="list-style-type: none"> • Teacher Assessment Script • Vocabulary Student Form (1 copy per student) • Pencils • Group Recording Form

Administration: The Phonemic Awareness and Decoding portions of the assessment are to be administered individually. The Encoding and Vocabulary portions of the assessment are to be administered to all students in the group at the same time. **It is recommended to administer the 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 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 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 and Vocabulary portions of the assessment, there are places to indicate students' results directly on the Student Forms. After administering the Encoding and Vocabulary portions of the assessment, record students' scores on the individual 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.