



## Unit 1.a Summative Assessment

### Initial and Final Consonants and Concepts of Print

(Lessons 1–12)

Please note: All portions of this assessment should be administered individually to students.

## ASSESSMENT OVERVIEW

### PHONOLOGICAL/PHONEMIC AWARENESS

- Rhyming

### MATERIALS NEEDED:

- Teacher Assessment Script
- Group Recording Form: Unit 1.a

### ALPHABET KNOWLEDGE

- Letter-Sound Assessment

### MATERIALS NEEDED:

- Teacher Assessment Script
- Letter-Sound Recognition Student Form
- Letter-Sound Teacher Recording Form
- Group Recording Form: Unit 1.a

### CONCEPTS OF PRINT

- Print Concepts

### MATERIALS NEEDED:

- Teacher Assessment Script
- Previously Read Book
- Group Recording Form: Unit 1.a

### OPTIONAL ASSESSMENTS

- Letter Formation Assessment
- Sight Words Assessment

### MATERIALS NEEDED:

- Teacher Assessment Script
- Letter Formation Student Form
- Letter Formation Teacher Form
- Sight Words Assessment Student Form
- Group Recording Form: Unit 1.a

# TEACHER ASSESSMENT SCRIPT

## PHONOLOGICAL/PHONEMIC AWARENESS

**Rhyming:** In this section, students will be asked to recognize rhyming words.

Begin by modeling the process by following the script below. Then say the first pair of words and ask the student if they rhyme. Repeat with the rest of the pairs of words listed.

Use the Group Recording Form: Unit 1.a to record student responses. Record a ✓ if the student responds correctly or an X if the student responds incorrectly.

Assessment Script: *I am going to say two words. If they rhyme, you are going to put your thumb up. If they do not rhyme, you are going to put your thumb down. For example, if I say cat and hat, you will put your thumb up. If I say cat and hop, you will put your thumb down.*

Student Assessment:

- **top, fan**
- **cot, pot**
- **sip, rip**
- **run, nap**

## ALPHABET KNOWLEDGE

**Letter-Sound Assessment:** In this section, students will be asked to say the letter name and sound of all upper- and lowercase letters. Use the Letter-Sound Recognition Student Form and Letter-Sound Teacher Recording Form.

**Step 1:** Fold the Letter-Sound Recognition Student Form in half, with uppercase on one half and lowercase on the other. Show the student the uppercase half of the Letter-Sound Recognition Student Form.

**Step 2:** Point to the first uppercase letter and say, *Can you tell me the name of some of these letters? Start here and tell me the names of the letters you know.* Have the student point to each letter as they read it. Remind them to read across each row rather than down each column. If this is too difficult, you can point to the letters. If a student struggles with the first few letters, ask them to scan the row and name any letters they recognize. Record each response on the Letter-Sound Teacher Recording Form.

**Step 3:** Show the student the lowercase half of the Letter-Sound Recognition Student Form and repeat Step 2.

**Step 4:** Assess letter sounds using the lowercase half of the Letter-Sound Recognition Student Form. Say, *Now we are going to look at the letters again so you can tell me what sound each letter spells.* Point to the first lowercase letter. *Start here and tell me the sounds of each letter you know.* Have the student point to each letter as they say the sound. Remind them to go across each row rather than down each column. If this is too difficult, you can point to the letters. If a student struggles with the first few letters, ask them to scan the row and say the sound of any letters they know. Record each response on the Letter-Sound Teacher Recording Form.

**Scoring:** Individually record the total number of uppercase and lowercase letter names the student knows at the top of the Letter-Sound Teacher Recording Form next to Uppercase Letter Names Score and Lowercase Letter Names Score. Then record the total number of letter sounds the student knows at the top of the Letter-Sound Teacher Recording Form next to Letter Sounds Score. Use the Group Recording Form: Unit 1.a to record the total number of correct responses in the corresponding columns.

# CONCEPTS OF PRINT

**Print Concepts:** In this section, students will be asked to demonstrate their knowledge of concepts of print.

**Begin by providing students with a previously read book. Turn to a page. Record their responses on the Group Recording Form: Unit 1.a as you ask them to do the following:**

- *Show me the first word on the page.*
- *Show me the last word on the page.*
- *Point to the words as I read.* Have the student point to the words as you read them. This will assess one-to-one matching and left-to-right directionality.
- *Show me a capital letter.*
- *Show me the first letter of a word.*

**Scoring:** As you administer the Concepts of Print portion of the assessment, use the Group Recording Form: Unit 1.a to record the total number of correct responses in the corresponding columns.

## OPTIONAL ASSESSMENTS

**Letter Formation Assessment:** In this section, students will be asked to write each letter. Use the Letter Formation Student Form and Letter Formation Teacher Form.

**Step 1:** Give the student a copy of the Letter Formation Student Form and a pencil. Say, *I'm going to say a letter. If you know how to write the uppercase form of that letter, you will write it in the box. Then if you know how to write the lowercase form of that letter, you will write it next to the uppercase letter in the same box.*

**Step 2:** Point to the box labeled 1. Dictate to the student the letter in the corresponding box on the Letter Formation Teacher Form. Say, *Number 1 is A. Please write the uppercase letter A in the first box. Now write the lowercase letter a in that same box.*

**Step 3:** Repeat Step 2 with numbers 2–26 from the Letter Formation Teacher Form.

**Scoring:** Individually add the total number of uppercase and lowercase letters the student formed correctly and record each at the top of the Letter Formation Student Form. Use the Group Recording Form: Unit 1.a to record the total number of correctly written uppercase and lowercase letters in the corresponding columns.

**Sight Words Assessment:** In this section, students will be asked to demonstrate their knowledge of sight words that were taught throughout the unit.

**Step 1:** Give the student the Sight Words Assessment Student Form.

**Step 2:** Point to the first sight word. Say, *You are going to read the sight words we have been learning.* Remind the student to read the words row by row from left to right.

**Scoring:** As you administer the optional Sight Words Assessment, use the Group Recording Form: Unit 1.a to record student responses. If the student reads a word incorrectly, record what the student said over the correct word (e.g., *hmmm/him*). Record the total number of correct responses in the corresponding columns.

# LETTER-SOUND RECOGNITION STUDENT FORM

A

H

O

V

B

I

P

W

C

J

Q

X

D

K

R

Y

E

L

S

Z

F

M

T

G

N

U

a

h

o

v

b

i

p

w

c

j

q

x

d

k

r

y

e

l

s

z

f

m

t

g

n

u

# LETTER-SOUND TEACHER RECORDING FORM

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Uppercase Letter Names Score: \_\_\_\_/26    Lowercase Letter Names Score: \_\_\_\_/26    Letter Sounds Score: \_\_\_\_/26

LETTER	LETTER NAME ✓
A	
H	
O	
V	
B	
I	
P	
W	
C	
J	
Q	
X	
D	
K	
R	
Y	
E	
L	
S	
Z	
F	
M	
T	
G	
N	
U	

LETTER	LETTER NAME ✓	LETTER SOUND ✓
a		
h		
o		
v		
b		
i		
p		
w		
c		
j		
q		
x		
d		
k		
r		
y		
e		
l		
s		
z		
f		
m		
t		
g		
n		
u		

NOTES:

# LETTER FORMATION STUDENT FORM

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

UPPERCASE SCORE: \_\_\_\_\_ + LOWERCASE SCORE: \_\_\_\_\_ = TOTAL SCORE: \_\_\_\_\_

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1 A a	2 H h	3 O o	4 U u
5 B b	6 I i	7 P p	8 V v
9 C c	10 J j	11 Q q	12 W w
13 D d	14 K k	15 R r	16 X x
17 E e	18 L l	19 S s	20 Y y
21 F f	22 M m	23 T t	24 Z z
25 G g	26 N n		

# SIGHT WORDS ASSESSMENT

## Student Form

### Sight Words

can	see	my	is
the	at	we	in
am	go	like	to