



## 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.

### Ready, Set, Go Units:

Unit	Lessons	Phonic Elements
Unit 1.a	Lessons 1–12	Initial and Final Consonants and Concepts of Print
Unit 1.b	Lessons 13–24	Short Vowels

### Unit 1.a Summative Assessment Overview:

Assessment Components	Materials Needed
<b>Phonological/Phonemic Awareness</b> (Individual Assessment) <ul style="list-style-type: none"> <li>• Rhyming</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assessment Script</li> <li>• Group Recording Form: Unit 1.a</li> </ul>
<b>Alphabet Knowledge</b> (Individual Assessment) <ul style="list-style-type: none"> <li>• Letter-Sound Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assessment Script</li> <li>• Letter-Sound Recognition Student Form</li> <li>• Letter-Sound Teacher Recording Form</li> <li>• Group Recording Form: Unit 1.a</li> </ul>
<b>Concepts of Print</b> (Individual Assessment) <ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assessment Script</li> <li>• Previously Read Books</li> <li>• Group Recording Form: Unit 1.a</li> </ul>
<b>Optional Assessments</b> (Individual Assessment) <ul style="list-style-type: none"> <li>• Letter Formation Assessment</li> <li>• Sight Words Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assessment Script</li> <li>• Letter Formation Student Form</li> <li>• Letter Formation Teacher Form</li> <li>• Sight Words Assessment Student Form</li> <li>• Group Recording Form: Unit 1.a</li> </ul>

**Administration (Unit 1.a):** All portions of the Unit 1.a assessment are to be administered individually. The Alphabet Knowledge portion of this assessment utilizes the Letter-Sound Assessment. Consider transferring data obtained from this assessment to the Letter-Sound Checklist.

**Scoring (Unit 1.a):** Use the Group Recording Form: Unit 1.a to record students' responses and scores for each portion of the assessment. 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.

## Unit 1.b Summative Assessment Overview:

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

**Administration (Unit 1.b):** 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 (Unit 1.b):** Use the Group Recording Form: Unit 1.b 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: Unit 1.b. 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.