



## KINDERGARTEN SUMMATIVE ASSESSMENT

### Teacher Administration Directions

The summative assessments grow in complexity across the modules to complement the changes in the instruction and learning as the modules progress. What is assessed in each module will correspond to what was taught in that module.

#### **Administer this portion of the assessment to students individually.**

**Phonological Awareness or Phonemic Awareness and Reading Words** (Modules 1–7): In this section, students will be asked to hear rhyming words (Module 1) or blend and segment words (compound words, onset-rime, or phonemes). Then, beginning in Module 3, they will read sight words. Beginning in Module 4, they will also be asked to read words containing the phonic elements that were taught throughout the module.

Assess students individually. Follow the directions on the Teacher Assessment Script.

#### **Administer this portion of the assessment in a whole-group setting.**

**Writing Your Name** (Modules 1 and 2): Students will be asked to write their names on the line provided.

**Read the Text** (Modules 1–7): A copy of each book used for assessments is provided in the Stepping Together Kindergarten Kit, 2nd Edition, and is available on the Digital Reader. Locate the appropriate book, introduce the book using the provided synopsis, and then conduct a read aloud (Modules 1 and 2) or shared reading (Modules 3–7) of the book with students as indicated on the Teacher Assessment Script. When conducting a shared reading, utilize the shared reading structures (echo, choral, cloze) while reading, but do not pause to ask questions.

**Listening Comprehension Questions** (Modules 1–7): This portion of the Module Summative Assessment will assess students' listening comprehension.

Retain a copy of the assessment to use for administration. Read each question and the answer choices aloud for students if needed. Have students circle or record their answers on their corresponding summative assessment sheet. An answer key is provided below.



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**Writing Letters** (Modules 2 and 3): Students will be told either a letter name or sound and asked to write the correct letter that represents that name or sound.

**Writing Words** (Modules 3-7): In this section, students will be asked to write sight words and words containing the phonic elements that were taught throughout the module.

Begin by dictating the words from the Teacher Assessment Script one at a time and ask students to write them. Remind students to write only one word on each line.

**Writing a Sentence** (Modules 4-7): In this section, students will be asked to write a sentence containing sight words and words containing the phonic elements that were taught throughout the module. Words being assessed appear in bold in the sentence. Although not part of the overall score, this is also an opportunity to formatively assess students' understanding of capitalization, punctuation, letter formation, and spacing between words.

Begin by dictating the sentence from the Teacher Assessment Script. Have students repeat the sentence a few times. Some students may need to have the sentence dictated in phrases. Remind students to write the sentence on the lines, use their best handwriting, and put a space between each word.

## Scoring

After each section, there is a place to record the student's score ( $\_/\_x$ ). Once the scores have been recorded on the student form, they can be compiled on the Class Scores Recording Form. A column is also provided on the form to record the total number of points each student received. The totals for each assessment may vary, so the total number will need to be adjusted accordingly. This will give an overview of the class's performance on the assessment. Use this data to plan for next steps and reteaching if necessary in subsequent modules and/or small groups.

## Answer Key to Comprehension Questions

Module 1—*Food for Jasper*  
circle: **Jasper**

Module 2—*Jack Is Hiding*  
circle: **Jack**

Module 3—*Oliver Dresses Up*  
star: **Necklace**  
circle: **B**

Module 4—*Jump, Marshmallow, Jump*  
star: **Rock**  
circle: **Worried**  
heart: **B**

Module 5—*In the Forest*  
star: **Eating**  
circle: **Jellyfish**  
heart: **Turkey**

Module 6—*Where Is Quack?*  
star: **3, 2, 1**  
circle: **C**  
heart: **B**

Module 7—*Flowers for a Necklace*  
star: **2, 1, 3**  
circle: **A**  
heart: **B**







# KINDERGARTEN SUMMATIVE ASSESSMENT

## Phonological Awareness and Sight Words Recording Form\* Modules 1-3

Student Name: \_\_\_\_\_

|                    |  |  |  |  |       |
|--------------------|--|--|--|--|-------|
| <b>Rhyming</b>     |  |  |  |  | _ / 3 |
| <b>Blending</b>    |  |  |  |  | _ / 3 |
| <b>Segmenting</b>  |  |  |  |  | _ / 3 |
| <b>Sight Words</b> |  |  |  |  | _ / 5 |

Student Name: \_\_\_\_\_

|                    |  |  |  |  |       |
|--------------------|--|--|--|--|-------|
| <b>Rhyming</b>     |  |  |  |  | _ / 3 |
| <b>Blending</b>    |  |  |  |  | _ / 3 |
| <b>Segmenting</b>  |  |  |  |  | _ / 3 |
| <b>Sight Words</b> |  |  |  |  | _ / 5 |

Student Name: \_\_\_\_\_

|                    |  |  |  |  |       |
|--------------------|--|--|--|--|-------|
| <b>Rhyming</b>     |  |  |  |  | _ / 3 |
| <b>Blending</b>    |  |  |  |  | _ / 3 |
| <b>Segmenting</b>  |  |  |  |  | _ / 3 |
| <b>Sight Words</b> |  |  |  |  | _ / 5 |

Student Name: \_\_\_\_\_

|                    |  |  |  |  |       |
|--------------------|--|--|--|--|-------|
| <b>Rhyming</b>     |  |  |  |  | _ / 3 |
| <b>Blending</b>    |  |  |  |  | _ / 3 |
| <b>Segmenting</b>  |  |  |  |  | _ / 3 |
| <b>Sight Words</b> |  |  |  |  | _ / 5 |

Student Name: \_\_\_\_\_

|                    |  |  |  |  |       |
|--------------------|--|--|--|--|-------|
| <b>Rhyming</b>     |  |  |  |  | _ / 3 |
| <b>Blending</b>    |  |  |  |  | _ / 3 |
| <b>Segmenting</b>  |  |  |  |  | _ / 3 |
| <b>Sight Words</b> |  |  |  |  | _ / 5 |

\*Indicate N/A if that section is not assessed on this particular assessment.



# KINDERGARTEN SUMMATIVE ASSESSMENT

## Phonemic Awareness and Reading Words Recording Form Modules 4-7

Student Name: \_\_\_\_\_

|                              |  |  |  |  |  |     |
|------------------------------|--|--|--|--|--|-----|
| <b>Phonemic Awareness</b>    |  |  |  |  |  | _/5 |
| <b>Phonics Focus (Row 1)</b> |  |  |  |  |  | _/5 |
| <b>Sight Words (Row 2)</b>   |  |  |  |  |  | _/5 |

Student Name: \_\_\_\_\_

|                              |  |  |  |  |  |     |
|------------------------------|--|--|--|--|--|-----|
| <b>Phonemic Awareness</b>    |  |  |  |  |  | _/5 |
| <b>Phonics Focus (Row 1)</b> |  |  |  |  |  | _/5 |
| <b>Sight Words (Row 2)</b>   |  |  |  |  |  | _/5 |

Student Name: \_\_\_\_\_

|                              |  |  |  |  |  |     |
|------------------------------|--|--|--|--|--|-----|
| <b>Phonemic Awareness</b>    |  |  |  |  |  | _/5 |
| <b>Phonics Focus (Row 1)</b> |  |  |  |  |  | _/5 |
| <b>Sight Words (Row 2)</b>   |  |  |  |  |  | _/5 |

Student Name: \_\_\_\_\_

|                              |  |  |  |  |  |     |
|------------------------------|--|--|--|--|--|-----|
| <b>Phonemic Awareness</b>    |  |  |  |  |  | _/5 |
| <b>Phonics Focus (Row 1)</b> |  |  |  |  |  | _/5 |
| <b>Sight Words (Row 2)</b>   |  |  |  |  |  | _/5 |

Student Name: \_\_\_\_\_

|                              |  |  |  |  |  |     |
|------------------------------|--|--|--|--|--|-----|
| <b>Phonemic Awareness</b>    |  |  |  |  |  | _/5 |
| <b>Phonics Focus (Row 1)</b> |  |  |  |  |  | _/5 |
| <b>Sight Words (Row 2)</b>   |  |  |  |  |  | _/5 |

Student Name: \_\_\_\_\_

|                              |  |  |  |  |  |     |
|------------------------------|--|--|--|--|--|-----|
| <b>Phonemic Awareness</b>    |  |  |  |  |  | _/5 |
| <b>Phonics Focus (Row 1)</b> |  |  |  |  |  | _/5 |
| <b>Sight Words (Row 2)</b>   |  |  |  |  |  | _/5 |

