

Name: _____



**FIRST GRADE—MODULE 6
SUMMATIVE ASSESSMENT**

Max the Car

1. Writing Words

___/5

2. Writing Sentences

___/5

3. How are Max and the old brown car different?

- A. Max is slow, and the old brown car is fast.
- B. Max is kind, and the old brown car is rude.
- C. Max is selfish, and the old brown car is helpful.



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4. Which event happened first?
- A. Max got stuck in a hole.
 - B. Max laughed at the old brown car.
 - C. Max sped around a corner.
5. Why does the old brown car pull off the road into the mud?
- A. He likes driving in the mud.
 - B. He needed to turn around to go back to town.
 - C. He saw Max coming and got out of the way.

6. What does the word *sleek* mean in the following sentence?

One day a **sleek** red car named Max drove into town. Max loved to show off his speed.

- A. Smooth and shiny
 - B. Old and slow
 - C. Dented and dull
7. What is the lesson of the story?
- A. Always take care of yourself.
 - B. It feels good to help others.
 - C. Do not drive fast.

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FIRST GRADE—MODULE 6 SUMMATIVE ASSESSMENT

Max the Car

One day a sleek red car named Max drove into town.

Max loved to show off his speed. As he sped around a corner, he saw an old brown car. The brown car saw Max coming and pulled off the road. Max laughed when he saw the old car's wheels spinning. He was stuck in some mud and was spraying it everywhere.



Max didn't stay to help. He just kept on driving. He went faster and faster. Then he hit a big bump and went flying up in the air. He landed in a large hole. Max tried many times to drive out of the hole, but it was too big.

A short time later, the old brown car came chugging along. When he saw Max, he stopped. "What can I do to help?" asked the car.

"You can't help me," said Max. "You're just an old car."

But the car said, "Oh! I know what I can do. I can push you!" He started pushing Max.

This worked. Max drove out of the hole. "Thanks," he said. "I don't know why you helped me. I didn't help you!"

The old brown car smiled. "It feels good to help others," he said.

"Hmmm," said Max. "Next time I think I will try helping someone and see how it feels!"



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Teacher Assessment Script

Writing Words: *We will begin by writing some words. I will say some words one at a time. You will write a word on each line on your paper. Remember to write only one word on each line.*

Words to Dictate: *what, know, spray, cheep, scorch.*

Writing Sentences: *Now you will write two sentences on the long straight lines. I am going to tell you the sentences to write. We will say them together, then you will write them on your paper. Remember to use your best handwriting.*

Sentences to Dictate: *The old **brown car** had **many** spots of mud on it. Max **saw** the car and **laughed**.*

Read the Text and Answer the Comprehension Questions: *Now you will read Max the Car independently. Make sure you're paying attention as you read. Once you are finished reading, answer the comprehension questions. Make sure to read each question and answer choice carefully. (Read the questions and/or answer choices aloud to students if applicable.) First, listen as I read the synopsis, then you may begin reading.*

Synopsis: *Max is a speedy red car who likes to go fast. Read to find out what happens when Max finds himself in trouble one day.*

Phonemic Awareness and Reading Words: Assess students individually using the words in Rows 1 and 2 found on the last page of the Teacher Assessment Script.

First, dictate the sounds in the first word in Row 1 and have the student blend the sounds to say the word. Repeat with the next two words. Then dictate the fourth word for the student to segment by phoneme. Repeat with the fifth word.

Use the optional Phonemic Awareness and Reading Words Recording Form if you would like to record the student's exact responses for analysis. Record a ✓ if the student responds correctly. Record what the student says if there is an error. Otherwise, record the total number of correct responses on the Class Scores Recording Form in the Phonemic Awareness column.

Next, have the student read the words in Row 1 (phonics focus) and Row 2 (sight words).

Use the optional Phonemic Awareness and Reading Words Recording Form if you would like to record the student's exact responses for analysis. Record a ✓ if the student reads the word correctly. Record what the student says if there is an error. Otherwise, record the total number of correct responses on the Class Scores Recording Form in the Reading Words (Row 1) and Reading Words (Row 2) columns.



FIRST GRADE—MODULE 6 SUMMATIVE ASSESSMENT

Row 1

grown	greeted	charter	porch	straying
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Row 2

saw	what	laugh	know	many
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