

Summative: Set 1

Letters & Sounds (m, s, a, t, d)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.K.2.B.i:** Identify and match the common sounds that letters represent.
- **ELA. K.2.D.v:** Demonstrate print awareness by identifying uppercase and lowercase letters.

Teacher Directions

First, give each student a copy of *Set 1: Summative Assessment (Student Response Handout)*.

Say: Find the picture of the _____. Think of the sound that begins the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) **Now,** write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.

Repeat the directions above for each of the assessment items below.

Assessment Items

1. moon
2. sun
3. apple
4. turtle
5. duck

Scoring Guide

Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 10.)

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics Skills Decoding/Encoding Checklist (KG)* and/or *Letter & Letter Sound Recognition Checklist (KG)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]



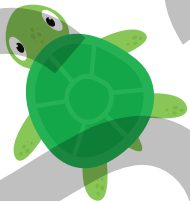
1. _____



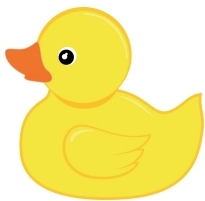
2. _____



3. _____



4. _____



5. _____

Summative: Set 2

Letters & Sounds (i, c, o, n, f)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- ELA.K.2.B.i: Identify and match the common sounds that letters represent.
- ELA. K.2.D.v: Demonstrate print awareness by identifying uppercase and lowercase letters.

Teacher Directions

First, give each student a copy of *Set 2: Summative Assessment (Student Response Handout)*.

Say: Find the picture of the _____. Think of the sound that begins the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) Now, write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.

Repeat the directions above for each of the assessment items below.

Assessment Items

1. igloo
2. cow
3. octopus
4. nose
5. fork

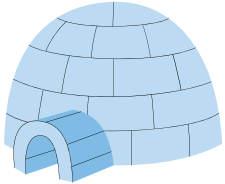
Scoring Guide

Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 10.)

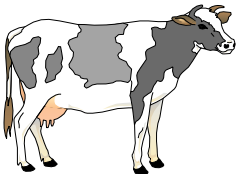
Progress Monitoring

After each end-of-unit/set assessment:

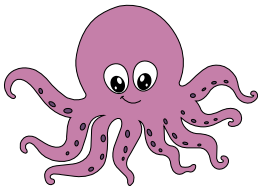
- Update the Phonics Skills Decoding/Encoding Checklist (KG) and/or Letter & Letter Sound Recognition Checklist (KG), noting any changes in student progress/mastery of skills.
- Support students as they update their My Literacy Journey (Student Tracker).
- Based on student performance, consider whether or not to utilize targeted instruction and Mastery Measures and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]



1. _____



2. _____



3. _____



4. _____



5. _____

