Materials:

- Vocabulary assessment (provided)
- Vocabulary flashcards
- 1:1 reinforcer or token board with reinforcer

Preparation:

1. Print, laminate, and cut out the vocabulary flashcards.

   Note: If you are administering the matching assessment option, print, laminate, and cut out two sets of the vocabulary flashcards.

2. Print the vocabulary assessment (1 per student).

Instructions:

1. There are three assessment options: matching, receptive, or expressive.
2. Select the assessment type based on individual student learning level.
3. Follow the directions for the corresponding assessment option being administered.
4. When selecting vocabulary to assess, decide whether the student can learn the entire vocabulary list in one month, or whether it would be best to focus on a smaller set of vocabulary. Use the following as a suggested guide:

   a. Students working at the essential level: 5 vocabulary words

   b. Students working at the intermediate level: 10 vocabulary words

   c. Students working at the advanced level: up to 15 vocabulary words

Option 1: Matching Response

1. Assess the student prior to teaching the vocabulary.
2. Present the vocabulary flashcards in sets of five.
3. Place the first set of five cards in a row on the table in front of the student. Place the card to be matched above the set of five cards.

Drink

| Middle Row | Lobby | Cashier | Drink | Ticket |
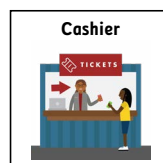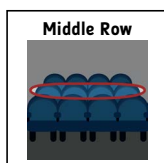
4. Give the cue "match [vocabulary word]." If the student responds correctly, mark a + in the corresponding space on the assessment sheet. If the student responds incorrectly, mark a 0. Do not correct the error during the assessment.

5. Provide reinforcement for on-task behavior and appropriate responses.

6. Continue until the student has responded to all five vocabulary flashcards in that set.

7. Place a new set of five vocabulary flashcards in front of the student. Continue until the student has responded to all vocabulary cards.

8. Count the amount of correct responses and put the total in the appropriate place on the assessment sheet.

9. Repeat at the end of the unit for a post-assessment.

Option 2: Receptive Response

1. Assess the student prior to teaching the vocabulary.

2. Present the vocabulary flashcards in sets of five.

3. Place the first set of five flashcards in a row on the table in front of the student.

4. Give the cue "give me [vocabulary word]." If the student responds correctly, mark a + in the corresponding space on the assessment sheet. If the student responds incorrectly, mark a 0. Do not correct the error during the assessment.

5. Provide reinforcement for on-task behavior and appropriate responses.

6. Continue until the student has responded to all five vocabulary flashcards in that set.

7. Place a new set of five vocabulary flashcards in front of the student. Continue until the student has responded to all vocabulary cards.

8. Count the amount of correct responses and write the total in the corresponding space on the assessment sheet.

9. Repeat at the end of the unit for a post-assessment.

Option 3: Expressive Response

1. Assess the student prior to teaching the vocabulary.

2. Present the vocabulary flashcards in sets of five.

3. Place the first set of five flashcards in a row on the table in front of the student.

4. Give the cue, "give me [vocabulary word]." If the student responds correctly, give the cue "what is it?" If the student responds correctly, mark a + in the corresponding space on the assessment sheet. If the student responds incorrectly, mark a 0. Do not correct the error during the assessment.

5. Provide reinforcement for on-task behavior and appropriate responses.

6. Continue until the student has responded to all five vocabulary flashcards in that set.

7. Place a new set of five vocabulary flashcards in front of the student. Continue until the student has responded to all vocabulary cards.

8. Count the amount of correct responses and write the total in the corresponding space on the assessment sheet.

9. Repeat at the end of the unit for a post-assessment.

Considerations:

- If needed, break the assessment time into smaller segments of 5-10 minutes depending on the amount of vocabulary and the student's ability to attend to the task.
- If there is not time in the classroom schedule for the assessment, use the student's direct teaching time to deliver the assessment.

Vocabulary Assessment

Check or circle the assessment response type:　　Matching　　Receptive　　Expressive

Student Name:

Vocabulary Words	Pre-Assessment	Post-Assessment
	Date:	Date:
	Response (+/0)	
Accessible Seating		
Aisle Seat		
Back Row		
Cashier		
Concession Stand		
Cup Holder		
Drink		
Front Row		
Lobby		
Men's Restroom		
Middle Row		
Movie Screen		
Movie Theater		
Seats		
Snacks		

Vocabulary Assessment

Ticket		
Ticket Attendant		
Ticket Stub		
Ticket Window		
Unisex Restroom		
Women's Restroom		
	Total correct: /21	Total correct: /21
	Percent correct:	Percent correct:

Scoring Guide:

+ = Correct response | **0** = Incorrect response
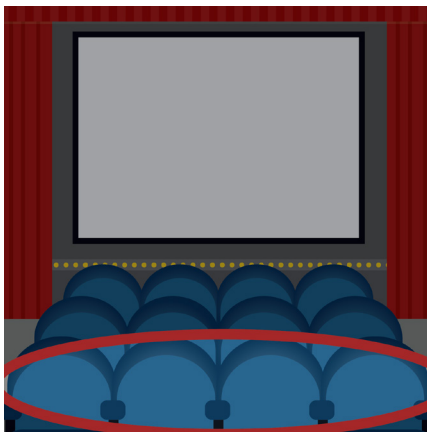
Accessible Seating
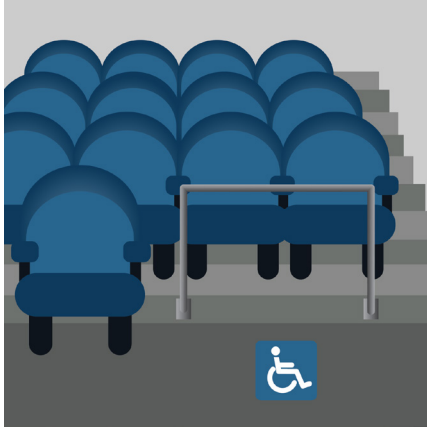
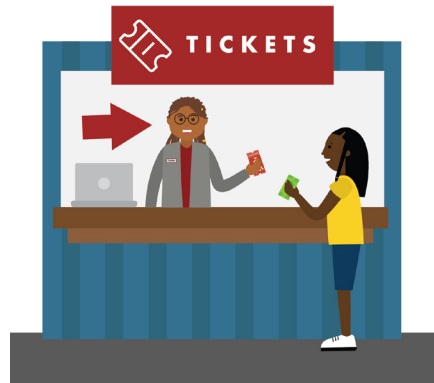© STAR Autism Support 2022. Links - Going to the Movies

Aisle Seat
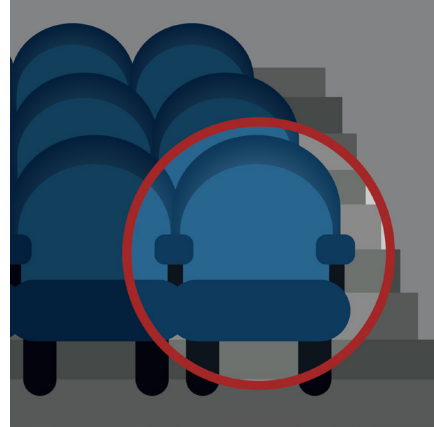
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Back Row

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Cashier

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Concession Stand

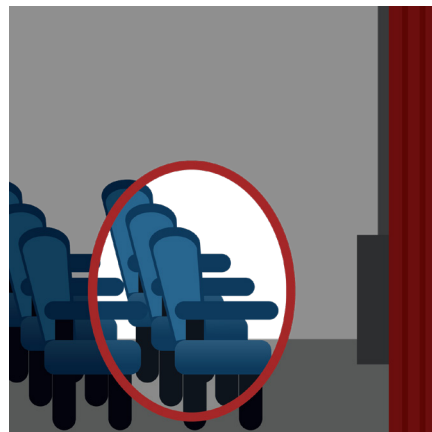© STAR Autism Support 2022. Links - Going to the Movies

Cup Holder
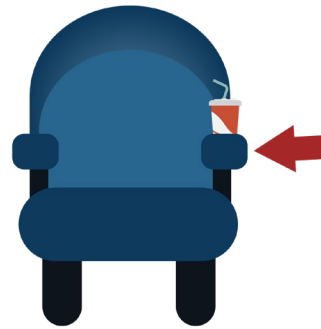
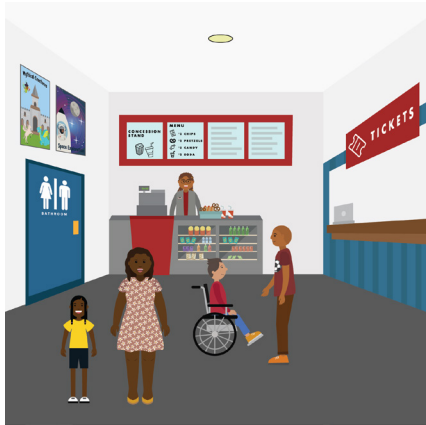© STAR Autism Support 2022. Links - Going to the Movies

Drink

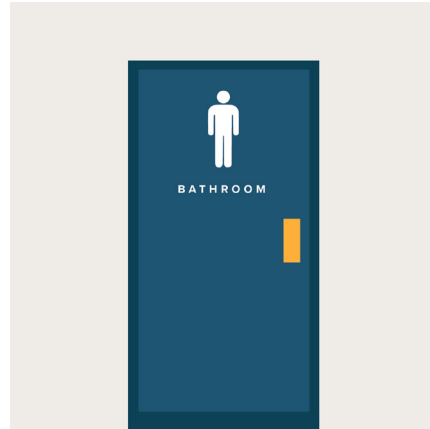© STAR Autism Support 2022. Links - Going to the Movies

Front Row

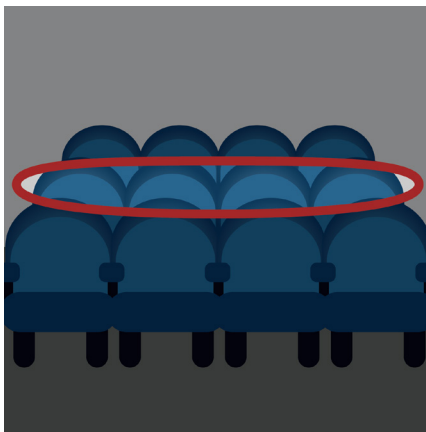© STAR Autism Support 2022. Links - Going to the Movies

Lobby

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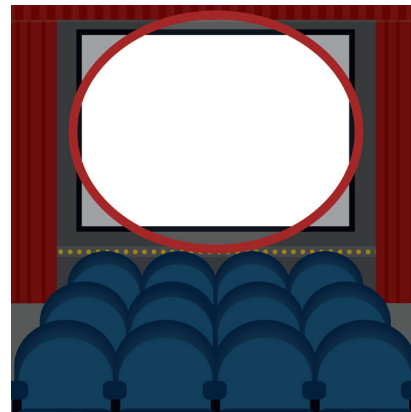
Men's Restroom

BATHROOM

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Middle Row

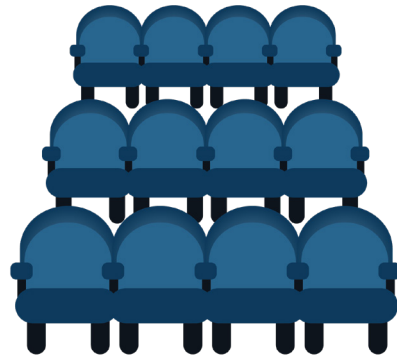© STAR Autism Support 2022. Links - Going to the Movies

Movie Screen

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Movie Theater

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Seats

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Snacks

PRETZELS

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Ticket

ADMIT ONE

$9

Mythical Creatures
Time: 1:00 pm
Theater 2

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Ticket Attendant

THEATER 2

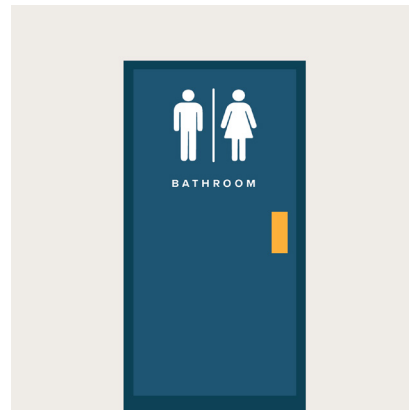© STAR Autism Support 2022. Links - Going to the Movies

Ticket Stub

Mythical Creatures
Time: 1:00 pm
Theater 2

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Ticket Window

TICKETS

TIMES

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Unisex Restroom

BATHROOM

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Women's Restroom

BATHROOM