



Springtime Fun

Vocabulary Assessment

Materials:

- Vocabulary assessment (provided)
- Vocabulary flashcards
- I:I 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.

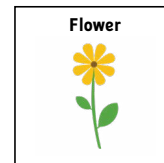
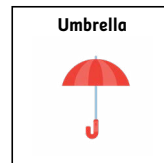
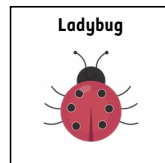
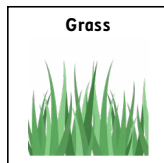
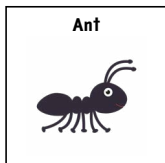
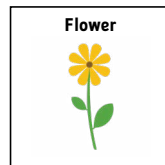
2. Print the vocabulary assessment (1 per student).

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 if it would be best to focus on a smaller set of vocabulary. Use the following as a suggested guide:
 - a. Students working in level 1: 5 vocabulary words
 - b. Students working in level 2: 10 vocabulary words
 - c. Students working in level 3: 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 horizontally on the table in front of the student. Place the card to be matched above the set of five cards.



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 mark the total in the corresponding space on the assessment sheet.
9. Repeat steps 2-8 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 horizontally 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 mark the total in the corresponding space on the assessment sheet.
9. Repeat steps 2-8 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 horizontally 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 mark the total in the corresponding space on the assessment sheet.
9. Repeat steps 2-8 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)	
Ant		
Bee		
Bird		
Bloom		
Bud		
Bulb		
Butterfly		
Catch Bugs		
Chick		
Earthworm		
Flower		
Fly a Kite		
Garden		
Grass		
Jump in Puddles		

Vocabulary Assessment

Ladybug		
Leaves		
Mow the Lawn		
Picnic		
Plant		
Pot		
Puddle		
Rabbit		
Rain		
Rain Boots		
Raincoat		
Rainbow		
Seeds		
Shovel		
Soil		
Sprout		
Squirrel		
Sun		
Sun Hat		

Vocabulary Assessment

Tree		
Umbrella		
Watering Can		
Weed (action)		
Weeds (noun)		
	Total correct: /39	Total correct: /39
	Percent correct:	Percent correct:
Scoring Guide: + = Correct response 0 = Incorrect response		