Module 2: LIT 5073 Vocabulary Assessment Stations

Faye Gillespie

American College of Education

Module 2: LIT 5073 Vocabulary Assessment Stations

 **Introduction**

With the creation of No Child Left Behind and the National Reading Panel, there emerged five pillars of reading. While within a developmental framework, “phonemic awareness, phonics, and fluency are considered constrained because they are fairly linier, and students develop mastery level within a few years” (NICHD, 2000). On the other hand, vocabulary and comprehension are multidimensional, incremental, content dependent, and develop across a lifetime” (Paris, 2005). For years, vocabulary was frequently isolated as an independent skill that too often was associated with a specific content area of instruction. Today, we realize the vital role that vocabulary plays in the overall multidimensional approach to language acquisition and the challenges that can be presented when creating assessments for vocabulary. While I favor approaches to vocabulary and language instruction that emphasize emersion into text from a variety of content areas within the global scale of learning. Research offers a variety of ways that vocabulary is best developed and assessed.

# Vocabulary Assessment Stations

The following is a comprehensive collection of vocabulary assessment stations developed to fully evaluate the various aspects of vocabulary possessed by a student in 6th grade. While most agree that vocabulary develops in stages, the sixth-grade student typically faces challenges of understanding that a term is multidimensional. “Multiple meaning words abound in the English language. In fact, of 9,000 critical vocabulary words identified for elementary-grade students over 70% are polysemous or had more than one meaning” (Johnson, Moe, & Baumann, 1983). Words like *property, option,* and *current* are just some examples of words that carry an everyday meaning plus a wide range of definitions that are content specific in a range of

disciplines. Cronbach (1942) aided in dimentionalizing vocabulary as he explained that “receptive vocabulary refers to words student understand when they read or hear them, and productive vocabulary refers to the words students can use when writing or talking.” For the following assessment stations, students will be provided with an assessment notebook which will contain the number of the assessment and all needed materials that correlate to the student recording of responses. All assessments are to be completed either independently or with teacher assistance and are expected to last five minutes, unless otherwise stated.

**Writing Station**

Write for five minutes about what you did over Spring Break this year. Use as many mature words (those that have at least eight letters and spelled correctly) as you can. In order to calculate a score for this assessment, the teacher will take the total number of words as a denominator and the mature words as a numerator. By division a percentage for mature word use can be calculated.

**Assess Word Parts – Root or Base Words**

All multisyllable words contain at least one base word. Learners should recognize that a base word is able to stand alone. In this assessment, the student is to be provided with a list of words and asked to circle the root word. Then, the student will draw a line to the definition that corresponds with that root word.

**Assess Word Parts – Prefixes**

Students will be provided with a list of prefixes and root words. They are to record and define as many new words that contain at least one prefix and root word. Then, they need to define the new word.

**Assess Word Parts – Suffixes**

Students will be provided with a list of suffixes and root words. They are to record and define as many new words that contain at least one root word and suffix. Then, they need to define the new word.

**Assess Word Parts – Word Mapping**

In this assessment the combination of root, prefix, and suffix will be assessed together using the informal assessment that seeks to test the knowledge of word parts using the University of Kansas’s word mapping program. Five words are selected from recently covered material. The student will subdivide words into prefixes, root, and suffixes. Students will then write the meaning of each part. This is followed by the learner writing the meaning of the entire word. The teacher will calculate the scored based on the number of correctly identified sections. For example, in the word “construction” there would be a possible six points.

|  |  |  |  |
| --- | --- | --- | --- |
| Word: Construction | Prefix | Root or Base | Suffix |
|  | con | struct | tion |
| Meaning of Part(s) | with | to build | act or process |
| Meaning of Word |  “the act of building with something” |

**Vocabulary Assessment Through Speaking**

In this assessment, students are asked to draw a card that has an image (typically a noun) and name matching the image on it. Next, the student is asked to use to describe and relate the word to other words or phrases that correlate with the image provided. A rating score of one to five, with three being considered as average for the grade level, will be assigned according to the level and depth of knowledge which is expressed about the term provided.

**Knowledge of Specific Words Using Vocabulary Knowledge Scale (VKS)**

This assessment allows for the learners to self-report their incremental vocabulary growth with specific words. The means of scoring is through the “use of a VKS or Vocabulary Knowledge Scale” (Bravo & Cervetti, 2010). In this assessment, students actually are required to demonstrate their ability to provide the meaning and use the word in a sentence, if possible. This assessment works well for pre and post assessments. Student scores can be compared to the class average to assist in developing groups or ranking student abilities. This could also be used to collect data for IEP or RTI. The chart below can be used as for the progression of the word knowledge assessment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Points AwardedSection |  |  |  |  |  |
| Word | I’ve never seen this word before. | I’ve seen this word, but I do not know what it means. | I think...this word means… | I know this word. It means… | I can use this word in a sentence. Write sentence.  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Vocabulary Recognition Task (VRT)**

This is like VKS, but it is adapted to strictly self-report vocabulary recognition in a content area. The teacher simply constructs “yes or no tasks used to estimate vocabulary recognition in a content area. Like VKS, it combines self-report with demonstrated knowledge” (Stahl, 2008). The assessment is to be administered following a unit in a specific content area. Students should be able to identify content related words both by reading them and associating them to a unit of study. Anderson and Freebody’s (1983) supplied the formula, P(K)=P(H) – P(FA) / 1 – P(FA) to score a “hit” (H) when the word was circled correctly or “false alarm” (FA) when an unrelated word was circled incorrectly. Word that were truly know in proportion P(K) could be derived using the formula. A sample of the assessment is below for consideration.

**Unit: Insects**



|  |  |  |
| --- | --- | --- |
| worm | ant | thorax |
| ponds | abdomen | mosquito |
| antenna | cockroach | hatch |
| colony | wing | spider |
| feelers | molt | larva |

Correctly Chosen Hits (H) \_\_\_\_6\_\_\_\_\_\_\_\_\_

Incorrectly Chosen or False Alarms (FA)\_\_\_\_1\_\_\_\_\_\_

Classroom Score: 6-1 = 5 Classroom Score Calculation Percentage: 5/15 or 75%

**Vocabulary Assessment Magazine (VAM)**

This strategy for assessment was originally created to assist in measuring the students’ level of scientific knowledge. Students results in Science were collected and favorable notable differences between pre and posttest were found. The assessment is intended to access short answer and open-ended question responses. Interestingly, when similar questions were posed in Language Arts students were responding with words traditionally used in science. For this reason, the multidimensionality of vocabulary knowledge, which is interrelated can be assessed with VAM. Consider the example of a Vocabulary Assessment Magazine below.

|  |  |
| --- | --- |
| **Life in the Forest**This magazine is called Life in the Forest. |  |
| What do you think the magazine will be about?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |
| Draw and label two kinds of roots.1. | 2. |

**Articulation Assessment**

Student will be provided with the national word list for sixth grade. They will be asked to say each word on the list. One point will be assigned for each word. Partial credit will be given for words that are misspoken the first time and then self-corrected by the student.

**Word of Choice Assessment**

Students will be provided with a paragraph containing missing words. They are to orally complete the passage inserting words orally as they read. Word for the blanks will not be provided. The learner is to use words which they are familiar with and use the correct tense to correctly fit the text. The following passage in sixth grade text that can be used for the assessment.

 “The more you know about plants and foods, the healthier you will be. Some foods can

provide you with \_\_\_\_\_\_\_\_vitamins to keep you healthy, but some foods can make you

\_\_\_\_\_\_. It is very important to know how to \_\_\_\_\_\_\_\_\_\_\_between the two. You also

need to learn how to keep foods safe and prevent them from \_\_\_\_\_\_\_. There’s so much

to learn. There is a lot to learn about plants people eat, such as how to grow them and

how to \_\_\_\_\_\_\_\_\_ them for eating. Scientists can learn how to keep them safe to eat.

Sometimes people who don’t know something can make a mistake. For example, some

mushrooms are\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and people need to know which those are, so they don’t

eat them. People need to know about plants in order to stay \_\_\_\_\_\_\_\_\_. “

 (Center for Urban Education at DePaul University, 2005).

**Student Interest Assessment**

Student are to write down a subject or area of specific interest to them. In this assessment, the student is to take the role as an expert. They should use as many advanced words as they know which are relevant and help to describe their area of expertise. The student will write a paragraph that elaborates and fully discusses this area or subject of interest. Work should be evaluated for on point vocabulary usage and correct structure of words within the work. Scores will range from one to five, with three being considered as average for the grade level. This assessment is intended to be highly personalized and should provide evidence that the student has a deep level of understanding of specific words within an area of specific interest to the student.

**Vocabulary Sort Assessment**

Since the students have just finished and extensive study of rocks and minerals. Students will be provided with a stack of cards. The cards have names of properties, rocks, minerals, and other unassociated words. The students are to sort the cards in three to four categories. Do not provide the groups, as students need to demonstrate an ability to group the cards. The following scale should be used to assess the student results.

|  |  |  |
| --- | --- | --- |
| Groups | Card Correctly Placed | Points Awarded |
| No groups formed | No groups formed | 0-1 |
| 2 groups formed successfully | Cards sorted by related to rock & minerals and those not related to rocks & minerals | 2-4 depending on degree of correctness or explanation provided  |
| 3 groups formed successfully | All or most cards sorted correctly between properties, rocks & minerals, and not related words | 5-7 depending on degree of correctness  |
| 4 groups formed successfully | All or most cards sorted according to four distinct and correct groupings.  | 8-10 depending of degree of correctness |

**Semantic Web Assessment**

In this assessment, students will be provided with a chart to visually display and connect a framework related by a semantic web. Provide the word “versatile”, along with the part of speech and definition on a sematic web. The student will need to consider the sentence provided and connect the word “versatile” to known related words.

**Matching Assessment**

 Resources

Anderson, R.C. & Freebody, P. (1983). Reading comprehension and the assessment and

acquisition of word knowledge. In B. Hutson (Ed.), *Advances in reading/language*

*research*, 231-256.

Bravo, M.A. & Cervetti, G.N. (2010). Teaching vocabulary through text and experience content

areas. *What research has to say about vocabulary instruction*, 130-49.

Center for Urban Education at DePaul University, (2005). Plants and Foods. Retrieved from

<http://teacher.depaul.edu/Documents/PlantsandFoodnonfiction6thgrade.pdf>

Cronbach, L.J. (1942). Measuring knowledge of precise word meaning. *The Journal of*

*Educational Research*, 36(7), 528-534.

Johnson, D.D, Moe, A J., &Baumann, J.F. (1983). The Ginn word book for teachers: a basic

lexicon.

National Institute of Child Health and Human Development, (2000). Report of the National

Rating Panel. *Teaching children to read: An evidence-based assessment of he scientific*

*research literature on reading and its implication for reading instruction*. National

Institute of Child Health and Human Development.

Paris, S.G. (2005). Reinterpreting the development of reading skills, *Reading Research*

*Quarterly*, 40(2), 184-202.

 Stahl, S.A, & Stahl, K.A.D. (2008). *Teaching word meanings*, Mahwah, NJ: Erlbaum.