



Assessment Means Form: Vocabulary Concepts

Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation).

What Teachers Need to Know and Observe: The purpose of this progression is to assess children's conceptual understanding and use of vocabulary, specifically the knowledge that words represent concepts, are related to one another, and can be used to understand other words and communicate meaning clearly. The progression aims to assess children's knowledge of words that are school-related (i.e., words learned during instruction or through school interactions) and not words that children come to school already knowing). The skills in this progression can be demonstrated via spoken or written language or through other means such as drawing.

General Teacher Instructions: All vocabulary used to place children on this construct progression should be grade-appropriate.

Key Terms:

- **School-related vocabulary:** Words that are necessary for participation in school (e.g., cafeteria), are more precise or descriptive (e.g., saunter instead of walk), and/or are related to academic content areas (e.g., addition)
- **Grade-appropriate vocabulary:** Words commonly encountered in a specific grade
- **Non-literal language:** Language that is nuanced, more precise, has shades of meaning
- **Connotative language:** Words with another layer of meaning in addition to their literal meanings (e.g., is nuanced, has shades of meaning)

Examples of Word Types:

Examples of specific word types are provided as resources for when the teacher is assessing specific skills, particularly using the Situations.

- School-related words with the same meaning in one or more contexts: add, liquid, gas, energy, mix, subtract, equal, measure, solid
- Multiple-meaning words: back, bank, bark, bend, block, board, bomb, border, box, bright, brush, cap, capital, change, character, check, checker, clear, count, cover, cycle, degree, direction, draw, drill, even, fall, fire, freeze, force, head, inch, iron, key, kind, letter, lie, line, match, mind, model, motion, mouse, odd, order, past, period, place, point, pole, power, present, property, right, rose, ruler, safe, scale, seal, season, second, shake, ship, side, solid, solution, space, spring, stamp, staple, state, story, stuff, table, tense, track, turn, watch, wave, work
- Compound words: Evergreen, fingerprint, glowworm, kneecap, bookmark, brainstorm, cannot, earring, earphone, handwriting, heartbeat, newsletter
- Words with prefixes: **Pre:** preview, pre-read, precaution, prepay, pre-clean, prehistoric, preheat; **Re:** rearrange, remove, repay, replace, reread, rewrite, reappear; **Un:** uncertain, uncommon, uneven, unknown, unreal, unselfish
- Words with suffixes: **Ed:** counted, added, measured, colored, stapled, played; **Less:** selfless, breathless, fearless, painless, sleeveless, endless, harmless, wireless; **Ful:** helpful, colorful, plentiful, forgetful, powerful, skillful, cheerful
- Words with shades of meaning: **Annoyed:** angry; **Happy:** excited, overjoyed, ecstatic; **Said:** screamed, yelled, whispered; **Good:** great, fantastic, perfect; **Big:** huge, gigantic; **Hop:** jump, leap; **Walk:** stroll, tiptoe, march, strut; **Mad:** angry, furious; **Run:** sprint, dash, bolt; **Laugh:** giggle, chuckle, guffaw; **Look:** glance, stare, study, examine
- Words that are closely-related in meaning: **Synonyms:** fast, quick; small, little, tiny; street, road; **Specific categories/examples of a word:** dog, puppy, Dalmatian; horse, mare, colt, Palomino



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Observation Instructions: Observe child throughout the day, especially during language arts and content-specific discussions or activities (e.g., science, math, social studies).

Potential Opportunities for Observation	Potential Materials
Any setting where children have the opportunity to actively communicate with their teachers, peers, or other adults.	There are no specific materials required for this observation.

Placing a Child on this Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as “Emerging” for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

Specific Observation Instructions:

- Skills C, G and H: Please note the difference between Skill C which is the use of related words or synonyms for more concrete words (e.g., big, large) and Skills G and H which involve the use of more nuanced or precise words with subtle differences and shades of meaning (e.g., walk, march).

Observation Examples

Skill Progression	Observation Examples
A. Connects a word to its related concept	<p><i>Raley drops his <u>fork</u> on the ground and says, "I dropped my <u>fork</u>."</i></p> <p><i>Ten minutes before lunch time, Anoki asks, "Is it lunch time yet? I am <u>hungry</u>."</i></p> <p><i>When asked to get the <u>stapler</u>, Jessica goes to the writing area and picks up the <u>stapler</u>.</i></p>
B. Uses school-related words appropriately in <u>one or more contexts</u>	<p><i>When it is time for lunch, Jin says, "We're going to eat in the <u>cafeteria</u>."</i></p> <p><i>During a social studies activity about <u>maps</u>, Hassan draws a map of his bedroom and labels it "<u>Map</u> of Hassan's room."</i></p> <p><i>When learning about the solar system in science, Elena says, "The <u>sun</u> is part of the <u>solar system</u>."</i></p> <p><i>During a lesson on sea species, Miguel says, "Liones marinos are my favorite ocean mammal."</i></p>



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Skill Progression	Observation Examples
	Note: While this skill involves using a word in one or more contexts, we've only included one context in our examples because of the difficulty of observing word usage in multiple contexts in one day.
C. Uses <u>multiple words</u> that are <u>closely related</u> in meaning to describe a <u>single</u> school-related <u>concept</u>	<p><i>When learning about the arctic, Kendra describes it as <u>cold</u>, <u>snowy</u>, <u>icy</u>, and <u>frozen</u>.</i></p> <p><i>Malik learns about the way things feel (consistency) in the science center while making gak. The teacher says, "The gak is <u>sticky</u>, isn't it?" Malik says, "Yes, it's <u>gummy</u> and <u>gooeey</u>."</i></p> <p><i>Tam draws a picture of a dog and shows it to the teacher. The teacher says, "Tell me about your picture." Tam says, "It's a <u>dog</u>. This is my new <u>Dalmatian</u> <u>puppy</u>."</i></p>
D. Determines the appropriate meanings of <u>multiple-meaning words</u> by using context	<i>When the teacher says, "We are going to talk about things that <u>sink</u> and things that <u>float</u>," Mikayla walks over to a tub of water in the science center that has corks, feathers, pennies, etc. next to it rather than to the classroom <u>sink</u>.</i>
E. Uses <u>at least two meanings</u> of <u>multiple-meaning words</u>	<p><i>When reading a book about animals, Alejandro says, "Dogs <u>bark</u> and cats meow." Later, when on a nature walk, Alejandro says, "The <u>bark</u> on this tree is really rough."</i></p> <p><i>While playing in the writing center, Sosha says, "I'm writing a <u>letter</u> to my mom." The teacher asks, "What is another way to use the word 'letter'?" Sosha replies, "My name starts with the <u>letter</u> 'S'."</i></p>
F. Determines the meanings of <u>unfamiliar words</u> by using known words and knowledge of word structure (e.g., roots, affixes, compound words)	<p><i>During a unit on weather, Derik sees the word <u>snowmobile</u> on a picture card. When the teacher asks what a <u>snowmobile</u> is, Derik says, "<u>Snow</u> is cold white rain in the winter and a <u>mobile</u> is like my car, so I think it's a car for driving in the snow!"</i></p> <p><i>When playing in the dramatic play area, the teacher asks Sangeeta, "Why don't you <u>undo</u> the doll's hair?" Looking puzzled, Sangeeta asks, "What does <u>undo</u> mean?" Teacher reminds Sangeeta that she can use the meanings of the parts of the word to figure out what the word means. Sangeeta replies, "<u>Do</u> means to fix her hair and her hair is braided. Does <u>undo</u> mean to take the braid out?"</i></p> <p><i>After Juan writes his/her name on the board in very small letters, teacher asks him to <u>rewrite</u> his name so everyone can read it. Juan then asks the teacher, "<u>Re</u> means to do again. Do you want me to <u>write</u> my name again?"</i></p>
G. Recognizes both <u>literal meanings</u> and <u>non-literal meanings</u> (e.g., language that is nuanced, more precise or descriptive, has shades of meaning) of words and phrases	<p><i>A child fans herself and says, "I'm <u>melting</u>." Latoya replies, "Me too. It's so <u>hot</u> today!"</i></p> <p><i>On a snowy day the teacher says, "Is it cold outside or is it <u>freezing</u>?" Jon says, "It's <u>freezing</u>."</i></p>



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H. <u>Uses non-literal meanings</u> of words and phrases (e.g., language that is nuanced, more precise or descriptive, has shades of meaning)	<i>When a Xochitl asks to use the bathroom, the teacher says, "Yes, but you have to be quiet. They are taking a test in the next room." Xochitl responds, "Okay, I will be <u>as quiet as a mouse</u>."</i>

Vocabulary Situation

Note that there are three Situations identified to assess vocabulary and all involve activities that typically happen during classroom instruction: group discussion, writing, and word sorts. Note that not all skills on the progression can be assessed by all three Situations.

Group Discussion

Purpose: In these activities, the teacher uses group discussion to elicit evidence that can be used to place children on the progression. Note that this is not one continuous activity—the teacher will need to carefully plan which skill to assess and choose the instructions and prompts accordingly. The materials vary based on the skill being assessed.

Suggested Group Size: These activities should occur in small or large groups.

Skill	Materials	Situation Instructions and Prompts	Example
A. Connects a word to its related concept	Object or visual representation of an object that is familiar to most kindergarten children.	During a class discussion about a story or topic: Teacher shows children a picture of an object or points out a concept (e.g., an object, symbol, idea, action, event, emotion) and asks, "What is the word for this?"	<i>Teacher shows children a picture of a <u>dog</u> and Kevin says, "It's a <u>dog</u>."</i>
B. Uses school-related words appropriately in <u>one or more contexts</u>	Object or visual representation of a school-related object or concept.	During a class discussion about a story or topic: Teacher shows children a picture of a SCHOOL-RELATED object or points out a SCHOOL-RELATED concept (e.g., the environment, the weather, the solar system) and says, "Tell me something about [the SCHOOL-RELATED topic]."	<i>When the teacher asks Kylee to tell her something about the <u>solar system</u>, Kylee says, "There are <u>stars and planets</u> in it."</i> Note: While this skill involves using a word in one or more



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Skill	Materials	Situation Instructions and Prompts	Example
			contexts, we've only included one context in our examples because of the difficulty of observing word usage in multiple contexts in one day.
C. Uses <u>multiple words</u> that are <u>closely related in meaning</u> to describe a <u>single school-related concept</u>	There are no specific materials required for this activity.	When describing a SCHOOL-RELATED concept: Once child has used a word that has a synonym/has a word that is closely related in meaning, the teacher says, "You can use different words to describe the same thing. For example, you can describe ice as 'cold', or 'frozen.' What is a different word that is similar to [word used] that you could use to describe [school-related concept]?"	<i>Sanem says, "The bean plants are getting so <u>large</u>!" When prompted to use a word that is similar in meaning to describe the plants, Sanem says, "They are <u>big</u>!"</i>
D. Determines the appropriate meanings of <u>multiple-meaning words</u> by using context	Grade-appropriate book.	While reading a story or reading about a topic, teacher points out a multiple-meaning word and asks children to tell the meaning of the word. Teacher says, "Remember, some words have more than one meaning. We can figure out what these words mean by looking at the rest of the sentence/passage. Can you figure out what [selected word] means by thinking about the rest of this sentence/passage?"	<i>When provided with two meanings of the word <u>ruler</u> (a tool for measuring and a king or queen) and the sentence 'Harry used a <u>ruler</u> to see how long his foot was,' Mabel says, "You mean the <u>ruler</u> you use to measure things."</i>
E. Uses <u>at least two meanings of multiple-meaning words</u>	There are no specific materials required for this activity.	While discussing a story or topic, teacher listens for children's use of multiple-meaning words. Once a child has correctly used one meaning of a multiple-meaning word, the teacher says, "Remember, some words have more than one meaning. Can you tell me a sentence that uses a different meaning of the word [multiple-meaning word used by student]?"	<i>During a discussion about the Post Office, Pilar says, "You have to put a <u>stamp</u> on a letter to mail it." Teacher reminds Pilar about multiple-meaning words and asks her to say a sentence that uses a different meaning of the word <u>stamp</u>. Pilar says, "I use rubber <u>stamps</u> in art to make pictures!"</i>
F. <u>Determines the meanings of unfamiliar</u>	Book with words whose parts suggest their meaning (e.g., compound words, words with common affixes)	Before reading a story or reading about a topic, the teacher says, "Today we are going to learn about [school-related concept]. In order to understand [concept], we will learn	<i>When presented with the word '<u>fingerprint</u>,' Sayer says, "I know what <u>finger</u> means. I have</i>



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Skill	Materials	Situation Instructions and Prompts	Example
<p><u>words</u> by using known words and knowledge of word structure (e.g., roots, affixes, compound words)</p>	<p>and that are likely to be unfamiliar to children (e.g., book one or two grades higher than children's grade level).</p> <p>Teacher may want to review book and identify appropriate words for this activity prior to beginning the activity with children.</p>	<p>some new words. Sometimes we can figure out what a new word means by looking at its parts." Teacher indicates a word with word parts that suggest its meaning (e.g., compound word, word with common affix) and says, "First, tell me what you know about the meaning of parts of the word [selected word]." After child responds, teacher asks, "Now, can you predict what [selected word] means?"</p>	<p><i><u>fingers</u> on my hands. <u>Print</u> is when you write. So maybe <u>fingerprint</u> is when you write with your fingers like finger painting.</i> (INCORRECT DEFINITION OF WORD BUT CORRECT USE OF SKILL)</p> <p>OR</p> <p><i>When presented with the word <u>jellyfish</u>, Ahlam says, "I know what jelly is, like <u>grape jelly</u>. I know what a fish is; it's like our class <u>goldfish</u>. So maybe a <u>jellyfish</u> is a fish that's soft and squishy like jelly."</i> (CORRECT DEFINITION OF WORD AND CORRECT USE OF SKILL)</p>
<p>G. Recognizes both <u>literal meanings</u> and <u>non-literal meanings</u> (e.g., language that is nuanced, more precise or descriptive, has shades of meaning) of words and phrases</p>	<p>Prior to activity, teacher should develop a list of word pairs; each word pair should include one less precise and one more precise word. Recommended word types to include in word pairs by grade (information from the CCSS): Kindergarten: Verbs describing the same general action (e.g., walk, strut, march, prance); 1st grade: Verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic); 2nd grade: Closely related verbs (e.g., toss, throw, hurl) and closely related</p>	<p>During a class discussion about literal and non-literal meanings of words, teacher says, "When you talk or write, you can choose words that are more descriptive and precise to help people understand exactly what you mean. For example, the words 'walk' and 'march' both mean to walk, but 'march' shows HOW a person is walking. I'll say two words that mean almost the same thing, but one is more precise. One of you will act the words out. For example, if I say the words 'walk' and 'march', you will act out 'walk' [teacher walks] and 'march' [teacher marches]. Then you will tell me which word is more precise. March is more precise than walk."</p>	<p><i>Renee acts out the words <u>said</u> and <u>whispered</u> and then identifies <u>whispered</u> as the more precise word.</i></p>



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Skill	Materials	Situation Instructions and Prompts	Example
	adjectives (e.g., thin, slender, skinny, scrawny); 3rd grade: Related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) or verbs from the 3rd grade vocabulary list.		
H. <u>Uses non-literal meanings</u> of words and phrases (e.g., language that is nuanced, more precise or descriptive, has shades of meaning)	Prior to activity, teacher should develop a list of words that are less precise and for which there are words that are similar in meaning but are more precise.	Following a class discussion about literal and non-literal meanings of words where children act out words (Skill H), teacher gives children a word and says, "What is a word that is more descriptive and precise than [selected word]?" Children who respond correctly are asked, "Can you use this word in a sentence?"	<i>When presented with the word <u>look</u>, Renee states the more precise word <u>stared</u> and, when prompted, says, "The ocean was so pretty that I <u>stared</u> at it for a long time."</i>



Vocabulary Situation

Writing

Purpose: In these activities, the teacher uses writing to elicit evidence that can be used to place children on the progression. Note that this is not one continuous activity—the teacher will need to carefully plan which skill to assess and choose the instructions and prompts accordingly. The materials vary based on the skill being assessed.

Suggested Group Size: These activities should occur in small groups (2-5 children).

Skill	Materials	Situation Instructions and Prompts	Example
A. Connects a word to its related concept	Drawing implements (e.g., pens, pencils, crayons, paints) and paper.	During a drawing and dictation activity, teacher directs children to describe what is in their drawings: "Tell me about your picture."	<i>Alesha draws a picture of a <u>house</u> and tells the teacher, "That's my daddy's <u>house</u>."</i>
B. Uses school-related words appropriately in <u>one or more contexts</u>	Drawing implements (e.g., pens, pencils, crayons, paints) and paper.	During a drawing and dictation activity, teacher prompts children to draw a picture about a school-related topic and then directs them to describe what is in their drawings: "Tell me about your picture."	<i>Solmayra draws a picture of some shapes, points to the <u>pentagon</u> in the picture, and says, "This is a <u>pentagon</u>."</i> Note: While this skill involves using a word in one or more contexts, we've only included one context in our examples because of the difficulty of observing word usage in multiple contexts in one day.
C. Uses <u>multiple words</u> that are <u>closely related in meaning</u> to describe a	Writing implements (e.g., pens, pencils, crayons) and paper.	During a writing* activity, teacher prompts children to write using words that have similar meanings to describe a school-related concept. Teacher says, "You can use words with similar meanings to describe something. For example, you can describe ice as 'cold', 'cool', and 'frozen.' Can you	<i>When prompted, Trin dictates the following sentence to the teacher: "My favorite animal is the cheetah because it is <u>quick</u> and <u>fast</u>."</i>



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Skill	Materials	Situation Instructions and Prompts	Example
<u>single</u> school-related <u>concept</u>		<p>write/tell me a sentence that uses two words with similar meanings to describe [school-related concept]?"</p> <p>*Note: Children do not need to write words or sentences; they can list or dictate.</p>	<p>OR</p> <p><i>When writing about weather, James writes, "I love it when it is <u>sunny</u> outside. When it is <u>sunny</u> and <u>bright</u>, I can play basketball with my friends."</i></p>
D. Determines the appropriate meanings of <u>multiple-meaning words</u> by using context	N/A	N/A	N/A
E. Uses <u>at least two meanings of multiple-meaning words</u>	A multiple-meaning word, writing implements (e.g., pens, pencils, crayons), and paper.	<p>During a writing* activity, teacher prompts children to write about different ways to use a word that has MULTIPLE MEANINGS. Teacher says, "Some words have more than one meaning. For example, the word 'wave' can mean a wave in the ocean but it can also mean when someone waves hello. Today while you're writing, I'd like you to brainstorm all the ways you can use the word [selected multiple-meaning word]."</p> <p>If child just lists or draws way the word can be used, teacher can say, "Can you tell me a sentence about [first way word can be used] that uses the word [selected multiple-meaning word]?"</p> <p>If child is able to produce a sentence that uses the word correctly, teacher can ask, "Now can you tell me a sentence about [second way word can be used] that uses the word [selected multiple-meaning word]?"</p>	<p><i>Penelope draws a picture of a book and a picture of a two-story house then says, "I want to write a <u>story</u>." And "My bedroom is on the second <u>story</u>."</i></p> <p>OR</p> <p><i>Frank writes, "My dinner was getting cold so my mom said I should come to the dinner table right this <u>second</u>! I'll eat my dinner first and my dessert <u>second</u>."</i></p>



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Skill	Materials	Situation Instructions and Prompts	Example
		<p>EXAMPLE: "Today while you're writing, I'd like you to brainstorm all the ways you can use the word 'bark.'" If child just writes the words 'dog' and 'tree' or draws a picture of a dog and a tree to indicate the ways the word 'bark' can be used, teacher can say, "Can you tell me a sentence about dogs that uses the word 'bark?' " If child is able to produce a sentence that uses the word correctly, teacher asks, "Now can you tell me a sentence about trees that uses the word 'bark?'"</p> <p>*Note: Children do not need to write words or sentences; they can list, draw, dictate, map scenarios, etc.</p>	
F. <u>Determines the meanings of unfamiliar words</u> by using known words and knowledge of word structure (e.g., roots, affixes, compound words)	N/A	N/A	N/A
G. <u>Recognizes both literal meanings and non-literal meanings</u> (e.g., language that is nuanced, more precise or descriptive, has shades of meaning) of	N/A	N/A	N/A



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Skill	Materials	Situation Instructions and Prompts	Example
words and phrases			
H. <u>Uses non-literal meanings of words and phrases</u> (e.g., language that is nuanced, more precise or descriptive, has shades of meaning)	A grade-appropriate short story with less precise words and/or sentences highlighted.	Teacher provides the children with a short story. Some of words/sentences are less precise; these are highlighted in the story. Teacher says, "You are going to edit* this story by adding language that is more descriptive and precise. When you use language that is descriptive and precise, it helps people understand exactly what you mean. Edit the highlighted words in this story so they are more descriptive and precise." Teacher can read story to children. *Note: Children do not need to write words or sentences; they can dictate their edits to teacher	<i>When provided with a story, Becca edits the story by replacing the word <u>big</u> with the word <u>gigantic</u> and replacing the word <u>laugh</u> with the word <u>giggle</u>.</i>



Vocabulary Situation

Word Sort

Purpose: In these activities, the teacher uses word sorts to elicit evidence that can be used to place children on the progression. Note that this is not one continuous activity—the teacher will need to carefully plan which skill to assess and choose the instructions and prompts accordingly. The materials vary based on the skill being assessed.

Suggested Group Size: These activities should occur in small groups (2-5 children).

Skill	Materials	Situation Instructions and Prompts	Example
A. Connects a word to its related concept	A set of 3-5 objects or visual representations of objects and a word card for each object/visual representation.	Teacher provides children with objects or pictures and a set of word cards (there should be one word card for each object/picture) and says, "You are going to match these word cards (teacher indicates the word cards) to these [objects/pictures] (teacher indicates the objects/ pictures)." Teacher can read word cards to children.	<i>Devin matches a picture of a strawberry to the word card that says <u>strawberry</u>.</i>
B. Uses school-related words appropriately in <u>one or more contexts</u>	3-5 printed category labels (can include picture supports; can be attached to bins or baskets for sorting or be on separate sheets of paper) and a set of school-related words on word cards (at least one word card for each category).	Teacher provides children with categories (e.g., cooking, math, science, nature, animals, art, language arts) and a set of school-related words on word cards and says, "You are going to match these word cards (teacher indicates the word cards) to these categories (teacher indicates and reads the categories)." When a child places one of the words into a category, the teacher says, "Tell me a sentence about [selected category] that uses the word [selected word]."	<i>Desmond places the <u>Police Officer</u> word card in the <u>Community Helpers</u> category and says, "The <u>police officer</u> directs traffic at my school."</i> Note: While this skill involves using a word in one or more contexts, we've only included one context in our examples because of the difficulty of observing word usage in multiple contexts in one day.
C. Uses <u>multiple words</u> that are	Set of word cards made up of 3-4 pairs of words with similar meanings	Teacher provides children with a set of cards with word pairs that have similar meanings and can be used to	<i>Arthur matches the words <u>nice</u> and <u>friendly</u>. When teacher asks</i>



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Skill	Materials	Situation Instructions and Prompts	Example
<u>closely related in meaning</u> to describe a <u>single</u> school-related <u>concept</u>	(each word in a pair is on a separate card); all words can be used to describe school-related concepts.	describe school-related concepts and says, "Some of these words (teacher indicates the word cards) have similar meanings. You are going to match the words that have similar meanings." After a child has correctly paired two similar-meaning words, teacher says, "Can you tell me a sentence(s) that uses these two words to describe the same thing?"	<i>Arthur to use the words in a sentence about how we should treat our <u>friends</u> in class, he says, "Diego and Mark are my <u>buddies</u> because they are <u>nice and friendly</u>."</i>
D. Determines the appropriate meanings of <u>multiple-meaning words</u> by using context	Set of multiple-meaning word cards and set of definition cards (with or without picture supports). Each multiple-meaning word has two definition cards.	Teacher provides children with a set of multiple-meaning words on word cards and a set of definition cards with picture supports and says, "Sometimes words have more than one meaning. Match each of these word cards [teacher indicates word cards] with two cards that show what the word means [teacher indicates definition cards]." After completing the word sort task, teacher provides a context (e.g., reading passage, sentence created by teacher) for the multiple meaning words used in the activity and asks children to choose which meaning of the word is correct based on the context.	<i>After Salih matches the word card <u>watch</u> with a definition card showing a <u>wrist watch</u> and a definition card showing someone <u>watching a baseball game</u>, teacher says, "Listen to this sentence: The class will <u>watch</u> the school play on Friday. Which definition card shows what the word <u>watch</u> means in this sentence?" Salih indicates the card showing someone <u>watching a baseball game</u>.</i>
E. Uses <u>at least two meanings of multiple-meaning words</u>	3-5 printed category labels (can include picture supports; can be attached to bins or baskets for sorting or be on separate sheets of paper) and a set of multiple-meaning words on word cards (each word is printed on 2 cards; each word fits in more than one category and has a DIFFERENT MEANING in each category).	Teacher provides children with categories (e.g., cooking, math, science, nature, animals, art, language arts) and a set of multiple-meaning word cards. All of the words on the cards fit into more than one category and have a different meaning in each category. Each multiple-meaning word is on two cards. The teacher says, "These are multiple-meaning words (teacher indicates the word cards). That means they have more than one meaning. Each word is on two word cards. You are going to match these words to these categories (teacher indicates the categories). You can put each word in more than one place. I'll read the word cards and the categories to you." Teacher indicates each word card and category as it is read aloud. When a child places one of the words in two categories, teacher asks,	<i>Kenyon puts the word <u>fall</u> in the categories <u>Move</u> and <u>Seasons</u>. When prompted to use the word, Kenyon says, "You shouldn't walk backwards because you might <u>fall</u>." And "<u>Fall</u> is my favorite season because the weather is nice and cool."</i>



Assessment Means Form: Vocabulary Concepts

Skill	Materials	Situation Instructions and Prompts	Example
		"Can you tell me a sentence about [first selected category] that uses the word [selected word]?" If child is able to produce a sentence that uses the word correctly, teacher asks, "Can you tell me a sentence about [second selected category] that uses the word [selected word]?"	
F. <u>Determines the meanings of unfamiliar words</u> by using known words and knowledge of word structure (e.g., roots, affixes, compound words)	6-12 word cards each containing a word whose parts suggest its meaning (e.g., compound words, words with common affixes). The words can be grouped by their prefixes, suffixes, word stems, etc. Roughly half of the words are at the children's grade level or below and half are a grade level or two above (i.e., are likely to be unfamiliar to the children).	Teacher provides children with a set of word cards with words whose parts suggest their meaning (e.g., compound words, words with common affixes). The words can be grouped by their prefixes, suffixes, word stems, etc. In each word group, roughly half of the words are at the children's grade level or below and half are a grade level or two above (i.e., are likely to be unfamiliar to the children). Teacher says, "Sometimes we can figure out what a word means by looking at its parts. Take these cards and group the ones that have the same word parts." When a child has grouped at least two of the word cards and at least one of the words in the group is from a higher grade level, the teacher indicates the word that is from a higher grade level and asks, "What do you think this word means?"	Justin groups the words ' <u>preheat</u> ' and ' <u>preschool</u> ' and says, " <u>Preschool</u> is where you go to school before kindergarten so maybe <u>preheat</u> means to heat something up before you use it." OR Frank writes, "My dinner was getting cold so my mom said I should come to the dinner table right this <u>second</u> ! I'll eat my dinner first and my dessert <u>second</u> ."
G. <u>Recognizes both literal meanings and non-literal meanings</u> (e.g., language that is nuanced, more precise or descriptive, has shades of meaning) of words and phrases	3-5 word card pairs. One card in each pair contains a general word (e.g., walk) and the other contains a related but more precise word (e.g., march). Recommended word types to include in word pairs by grade: See list in Group Discussion above.	Teacher provides children with a set of word card pairs. One card in each pair contains a general word (e.g., walk) and the other contains a related but more precise word (e.g., march). Teacher says, "Some words are more precise than others. These words can help people understand exactly what you mean. For example, the words 'walk' and 'march' both mean to walk, but 'march' shows HOW a person is walking. Match the words that mean almost the same thing but one is more precise." Once child has created a pair, teacher asks, "Which of these words is more precise?"* *To be placed at this level on the progression, children need to correctly match two words AND identify which word is more precise.	Rodney matches the words <u>mad</u> and <u>furious</u> and identifies ' <u>furious</u> ' as the more precise word.



Assessment Means Form: Vocabulary Concepts

Skill	Materials	Situation Instructions and Prompts	Example
H. <u>Uses non-literal meanings</u> of words and phrases (e.g., language that is nuanced, more precise or descriptive, has shades of meaning)		Following the activity described above (for Skill H) and once child has correctly identified the more precise word in a pair, teacher says, "Can you use this word in a sentence?"	<i>After matching the words <u>mad</u> and <u>furious</u>, Rodney's teacher prompts him to use the word <u>furious</u> in a sentence. Rodney says: "I was <u>furious</u> when my little brother broke my video game."</i>

NOTE: There is no Task for this Construct