Cool Tools

Informal Reading Assessments

Presented by:

Project CENTRAL

Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services
2003

Section 4

Vocabulary

Vocabulary

Correlation to the Sunshine State Standards

LA.A.1.1.3 Uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

Vocabulary
Introduction and Scientifically Based Reading Research (SBRR)

Vocabulary is defined by the National Institute for Literacy as the words we must know to communicate effectively. These words can be described as oral vocabulary or reading vocabulary (NIFL, 2001).

The National Institute for Literacy has summarized the 2000 report by the National Reading Panel and found that scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, but that some vocabulary must be taught directly (NIFL, 2001).

The NIFL (2001) also stated that students need to develop effective word-learning strategies that include

- how to use information about word parts to figure out the meanings of words in text
- how to use context clues to determine word meaning
- how to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings.

To support the need for informal assessment and explicit instruction in the use of prefixes and suffixes, the National Institute for Literacy states the following:

> Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meaning of many new words. For example, if students learn just the four most common prefixes in English (un-,re-,in-,dis-), they will have important clues about the meaning of about two thirds of all English words that have prefixes (NIFL, 2001).

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. *Please note that the subtests in this section only represent a narrow sampling of skills within the domain of vocabulary instruction.* Teachers are able to use the assessments as they are or to view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

"Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values" (Davis, 1942)

Vocabulary - Prefixes
SAMPLE

Given a list of level-appropriate vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct prefix for each root vocabulary word within the sentence. Below, we have provided a sample informal assessment for prefixes. Create additional assessments as needed.

Directions: This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, "For each sentence, you are going to select a prefix to add to the beginning of the word in bold type. You will choose from the list of prefixes in the box. Your prefix, when added to the word in bold, should make sense when you reread the sentence."

Practice Items: Share the following example with the student(s)
*It is **unusual** to see snow in Florida.*

Test Items: Mark each item that the student answers correctly. Create additional sentences as needed.

re- pre- un- non- in- mis- dis-

1. It was _____**fair** that the children could not see the stage from the back of the room.
2. We watched a _____**view** of the new Disney movie before it was released in theatres.
3. Mary _____**understood** what her mother asked her to do when she came home after school.
4. They had to _____**set** the time on the clock after the power was off.
5. Joe _____**likes** fighting with his friends at school.
6. The family flew from New York to Florida _____**stop** in less than 3 hours.
7. It was very _____**appropriate** of Susan to interrupt the meeting yesterday.
8. The debate team _____**agreed** on the topic of unions.
9. Dad always tells me to _____**wash** the dishes before we put them in the dishwasher.
10. Karen _____**placed** her keys; she cannot find them.

Vocabulary - Suffixes
SAMPLE

Given a list of <u>level-appropriate</u> vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct suffix for each root vocabulary word within the sentence. Below, we have provided a sample informal assessment for suffixes. Create additional assessments as needed.

<u>Directions:</u> This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, "For each sentence, you are going to select a suffix to add to the end of the word in bold type. You will choose from the list of suffixes in the box. Your suffix, when added to the word in bold, should make sense when you reread the sentence."

<u>Practice Items:</u> Share the following example with the student(s)
*It was very **careless** of the boy to ride his bike into the flowers.*

<u>Test Items:</u> Mark each item that the student answers correctly. Create additional sentences as needed.

ful **less** **ness** **ly** **able**

1. Judy took her time as she wrote her name **neat**_____ on the inside of the book cover.
2. Her mother was very **care**_____ as she moved the cake from the kitchen to the dining room.
3. The cat was **fear**_____ as she walked near the dog's food bowl.
4. There was a great feeling of **sad**_____ when she read the paper about her friend getting hurt in a car accident.
5. When she told the story about her grandfather coming from Spain it was very **believe**_____.

Vocabulary – Words in Context
SAMPLE

Given a list of <u>level-appropriate</u> vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct meaning for each vocabulary word within the sentence. Below, we have provided a sample informal assessment for identifying vocabulary word meaning through context. Create additional assessments as needed.

<u>Directions:</u> This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, "You are going to read a sentence and select the meaning of the word in bold by its context (the words or sentences around that word)."

<u>Practice Items:</u> Share the following example with the student(s)

*If your plan fails, we'll have to find someone who can **<u>devise</u>** a better one.*

In this sentence, the word **devise** means *to design*.

<u>Test Items:</u> Mark each item that the student answers correctly. Make additional sentences with new vocabulary words as needed.

1. The family prepared a huge **<u>feast</u>** to feed all of their friends.
   a. drink
   b. dinner
   c. stand
   d. room
2. She could barely **<u>stomach</u>** getting up in front of the crowded room and speaking.
   a. like
   b. show
   c. stand
   d. slow
3. The boy seemed **<u>coy</u>** at the large party as he sat by himself at the table.
   a. shy
   b. daring
   c. mean
   d. happy
4. It was hard to **<u>accept</u>** at first, but after I saw my new baby sister I loved her.
   a. shy
   b. believe
   c. hope
   d. open
5. The dog was very thirsty as he **<u>quaffed</u>** all of the water in his bowl.
   a. smelled
   b. drank
   c. tipped
   d. ate