

# everyday **Vocabulary**

## **Intervention** Activities

### **Pre- and Post-Assessment**

Use the following Grade 1 Vocabulary pre-/post-assessment pages to plan instruction and monitor progress.

## **DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS**

**This assessment can be administered as a Pre-Assessment for planning instruction and then again as a Post-Assessment at year's end to monitor progress. The assessment can be administered to children individually or in a group. Detailed guidelines for administering and scoring the Pre-/Post-Assessment are presented below.**

### **GUIDELINES FOR USING THE PRE-ASSESSMENT**

This Pre-/Post-Assessment is 20 pages long. Each page targets a specific skill or area of Vocabulary knowledge. Plan for about 40 minutes to administer the Pre-Assessment, but allow more time if needed. Children should be allowed to finish answering every item. Depending on the children and your situation, you may want to administer the Pre-Assessment in two parts in different sittings.

Read directions aloud to the student(s). Note where students succeed and where they struggle on the Individual Pre-/Post-Assessment Scoring Chart. Then use Everyday Vocabulary Intervention Activity units to support these areas.

To Administer the Pre-Assessment:

1. Make a copy of the assessment for each child.
2. Have children write their names at the top of each assessment page.
3. Read the directions on each page and make sure children know what to do.
4. Have children complete each item with their best answer.
5. When children have finished, collect the assessments.

To Score the Pre-Assessment:

1. Make a copy of the Individual Pre-/Post-Assessment Scoring Chart (found on page 24 of this PDF) for each student.
2. Mark each question correct or incorrect on the assessment page using the Answer Key (found at the end of this PDF).
3. To find the total assessment score, count the number of items answered correctly.
4. Then write the number count in the Pre-Assessment column.
5. Add the total to assess overall performance, and use the correlating unit in the EIA Vocabulary book to target skills that look like they require more support.

### Using the Results:

1. Use the results of the Pre-Assessment to determine each student's current level of proficiency in the strategies being assessed.
2. As explained above, the items in the Pre-Assessment measure strategies in particular skills. A student's score on a particular cluster can pinpoint specific instructional needs. A student who answers fewer than 50% of items in each cluster correctly may need focused instructional attention on those particular strategies.
3. Plotting scores on the Individual Pre-Assessment/Post-Assessment Scoring Charts provides a handy reference for monitoring students' growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.
4. Store the Pre-Assessment/Post-Assessment Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pre-Assessment and Post-Assessment scores.

### GUIDELINES FOR USING THE POST-ASSESSMENT

The Post-Assessment is identical to the Pre-Assessment and should be administered and scored in the same way. Thus, the item numbers on the Individual Pre-/Post-Assessment Scoring Chart are the same for both assessments.

Use the results of the Post-Assessment to determine each student's current level of proficiency in the strategies being assessed. Compare the students' scores on the Pre-Assessment and Post-Assessment—and on each strategy cluster within the assessments—to evaluate the student's progress since the beginning of the year.

Grade 1 Vocabulary Pre-/Post-Assessment	Recommended Everyday Vocabulary Intervention Activities
Sight Words	Units 1–2
Nouns, Pronouns, Possessives, Proper Nouns	Units 3–5
Verbs	Units 6–7
Adjectives	Units 8–10
Multiple-Meaning Words	Unit 11
Social Studies Content Words	Units 12–14
Science Content Words	Units 15–17
Math Content Words	Units 18–20

.....

Draw a circle around the word that matches the first word in each row.

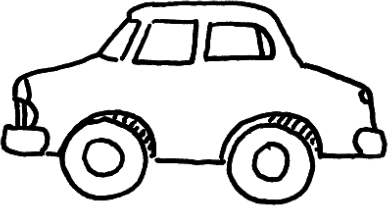


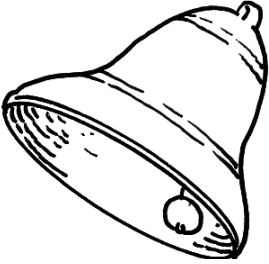
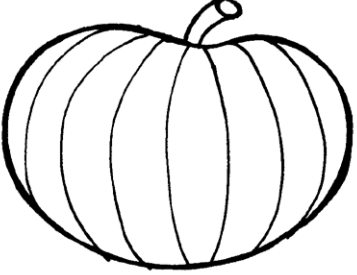
<b>these</b>	this	these	those	them
<b>every</b>	ever	very	every	even
<b>some</b>	come	son	some	seem
<b>seem</b>	see	seem	seam	seen
<b>many</b>	any	man	am	many

.....

Draw a circle around the word that matches the first word in each row.

<b>on</b>	in	on	no	an
<b>in</b>	in	on	no	an
<b>for</b>	of	for	from	if
<b>out</b>	two	on	out	of
<b>at</b>	an	in	to	at

Check the box next to the word that applies to each picture.

<input type="checkbox"/> person	
<input type="checkbox"/> place	
<input type="checkbox"/> thing	
<input type="checkbox"/> person	
<input type="checkbox"/> place	
<input type="checkbox"/> thing	
<input type="checkbox"/> person	
<input type="checkbox"/> place	
<input type="checkbox"/> thing	
<input type="checkbox"/> person	
<input type="checkbox"/> place	
<input type="checkbox"/> thing	
<input type="checkbox"/> person	
<input type="checkbox"/> place	
<input type="checkbox"/> thing	

.....

Draw a circle around the proper noun in each row.

---

day

Tuesday

today

tomorrow

---

place

Central Park

park

school

---

street

avenue

road

Pell Place

---

girl

she

Ella

sister

---

Will

boy

brother

he

---

teacher

Mr. Hobbs

man

father

---

doctor

woman

Dr. Crane

mother

---

Circle the word that best completes each sentence. Then write the word on the line.

1. **We**      **Our**      \_\_\_\_\_ planted a garden.

2. **Their**      **They**      \_\_\_\_\_ like to cook.

3. **Me**      **My**      \_\_\_\_\_ sister plays baseball.

4. **us**      **I**      He gave the cat to \_\_\_\_\_ .

5. **we**      **us**      When do \_\_\_\_\_ have gym?



.....

Draw a circle around the sentence that best describes the picture.

We skate.

We eat.

We sing.



They read.

They jump.

They call.



We sing.

We sit.

We read.



They read.

They run.

They play.



.....

Check the box next to the word that best applies to each sentence.

☐

now

☐

before

I told a story.

☐

now

☐

before

You say hello.

☐

now

☐

before

I went to dinner.

☐

now

☐

before

I go to school.

☐

now

☐

before

We did chores.

.....

Check the box next to the word that best describes each set of words.

☐

same

☐

opposite

new      old

☐

same

☐

opposite

happy      glad

☐

same

☐

opposite

fast      quick

☐

same

☐

opposite

hot      cold

☐

same

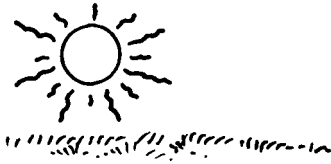
☐

opposite

hard      soft

.....

Draw a circle around the word that best describes each picture.



sunny

cloudy

rainy



fast

slow

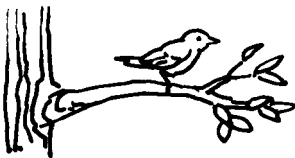
rainy



happy

mad

sad



low

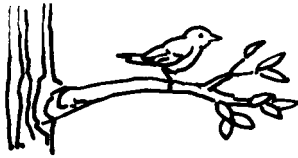
slow

high

Check the box next to the word that best describes each set of words.

<input type="checkbox"/> same <input type="checkbox"/> opposite	mad      angry
<input type="checkbox"/> same <input type="checkbox"/> opposite	fast      slow
<input type="checkbox"/> same <input type="checkbox"/> opposite	small      little
<input type="checkbox"/> same <input type="checkbox"/> opposite	big      large
<input type="checkbox"/> same <input type="checkbox"/> opposite	tiny      big

Draw a circle around the sentence that best describes each picture.



I saw a bird.

I have a saw.



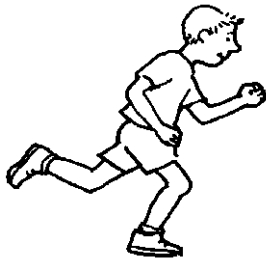
I saw a bird.

I have a saw.



I like to bowl.

I like this bowl.



I can run.

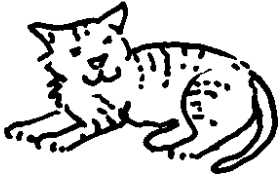
I have a can.



This is my bat.

This bat can fly.

Draw a circle around the word that best describes each picture.



dog

cat

fish



mom

dad

dog



run

mad

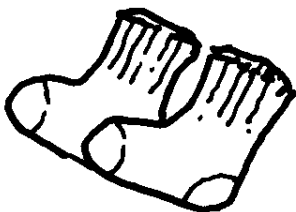
sleep



walk

run

sleep

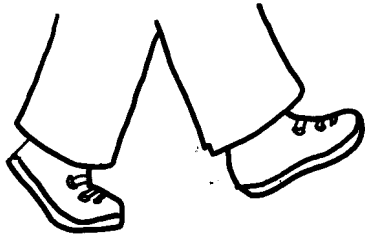


socks

run

sleep

Draw a circle around the sentence that best describes each picture.



We walk in the halls.

We run in the halls.



We listen in class.

We talk in class.



We wash our hands.

We raise our hands.



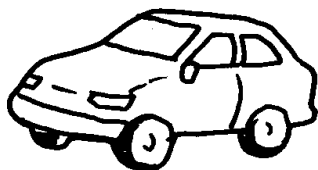
Draw a circle around the word that best describes each picture.



school

home

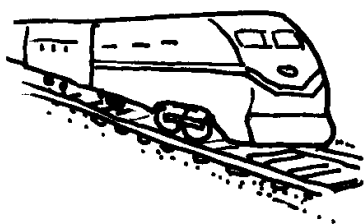
park



bike

car

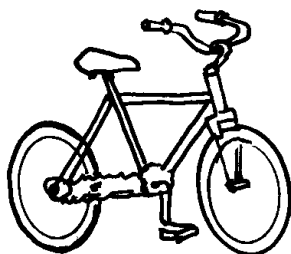
truck



car

truck

train



car

bike

truck



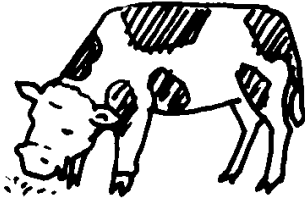
house

boat

school

.....

Draw a circle around the word that best describes each picture.



bear

cow

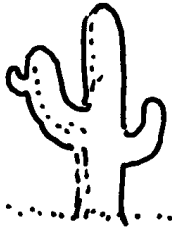
monkey



tree

bush

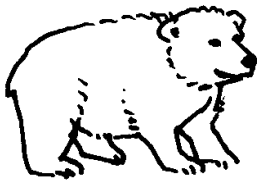
flower



octopus

cactus

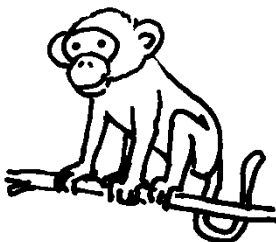
tree



bear

cow

monkey



monkey

cow

frog

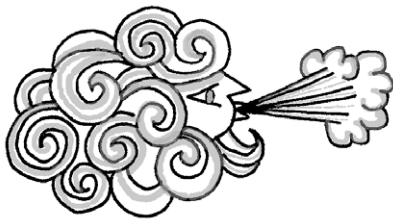
Draw a circle around the word that best describes each picture.



winter

spring

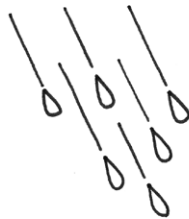
summer



windy

rainy

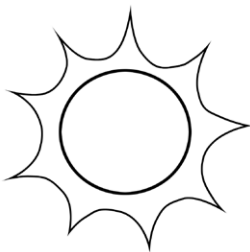
hot



snowy

hot

rainy



cool

warm

windy

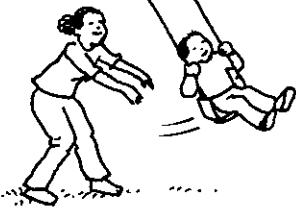


cloudy

sunny

rainy

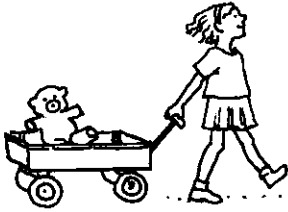
Draw a circle around the word that best describes each picture.



push

pull

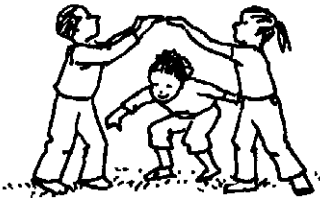
lift



push

pull

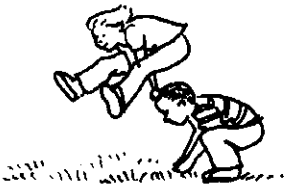
lift



over

under

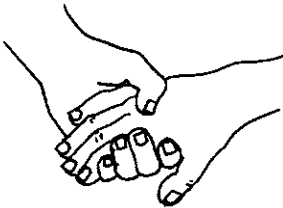
in



over

under

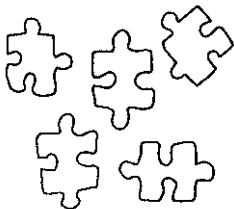
in



together

on

apart



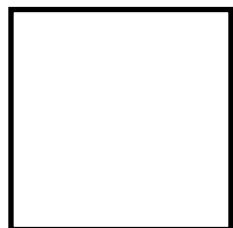
together

on

apart

.....

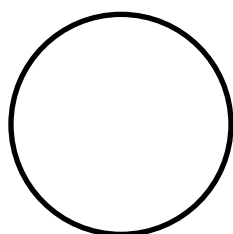
**Draw a circle around the word that best describes each picture.**



circle

square

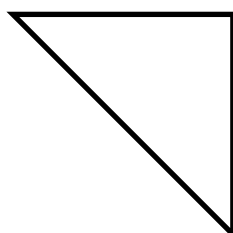
oval



circle

square

oval



square

triangle

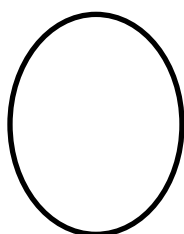
rectangle



square

triangle

rectangle



circle

rectangle

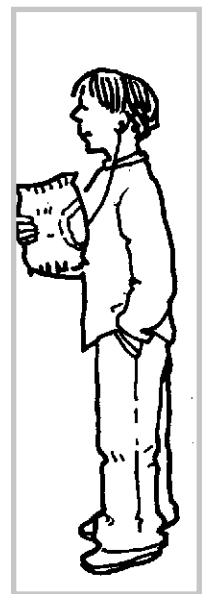
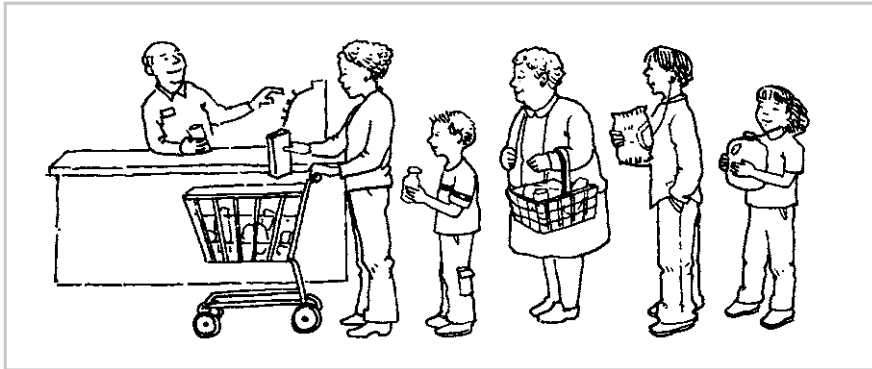
oval

Draw a circle around the word that best describes each picture.

	one	ten	two
	two	ten	one
	two	four	three
	two	three	five
	six	eight	nine
	one	ten	two

Look at the picture. Then use the words in the word box to label each person.

first    second    third    fourth    fifth



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Individual Pre-/Post-Assessment Scoring Chart

Student Name \_\_\_\_\_

Pre-Assessment Date: \_\_\_\_\_

Post-Assessment Date: \_\_\_\_\_

Skill	Assessment page	Pre-Assessment	Post-Assessment	EIA Vocabulary Unit
Sight Words I	4	/5	/5	Unit 1
Sight Words II	5	/5	/5	Unit 2
Nouns I	6	/5	/5	Unit 3
Nouns II	7	/7	/7	Unit 4
Pronouns and Possessives	8	/5	/5	Unit 5
Verbs I	9	/4	/4	Unit 6
Verb II	10	/5	/5	Unit 7
Adjectives I	11	/5	/5	Unit 8
Adjectives II	12	/4	/4	Unit 9
Adjectives III	13	/5	/5	Unit 10
Multiple-Meaning Words	14	/5	/5	Unit 11
Social Studies Words I	15	/5	/5	Unit 12
Social Studies Words II	16	/3	/3	Unit 13
Social Studies Words III	17	/5	/5	Unit 14
Science Words I	18	/5	/5	Unit 15
Science Words II	19	/5	/5	Unit 16
Science Words III	20	/6	/6	Unit 17
Math Words I	21	/5	/5	Unit 18
Math Words II	22	/6	/6	Unit 19
Math Words III	23	/5	/5	Unit 20
TOTAL		/100	/100	



**ANSWER KEY**

Draw a circle around the word that matches the first word in each row.

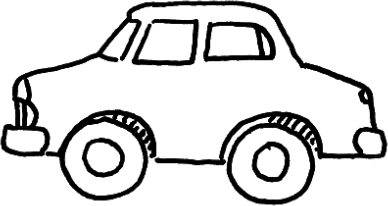


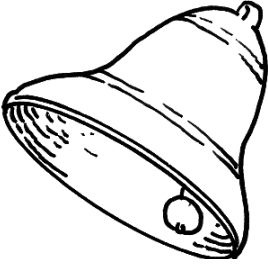

<b>these</b>	this	these	those	them
<b>every</b>	ever	very	every	even
<b>some</b>	come	son	some	seem
<b>seem</b>	see	seem	seam	seen
<b>many</b>	any	man	am	many

.....

Draw a circle around the word that matches the first word in each row.

<b>on</b>	in	on	no	an
<b>in</b>	in	on	no	an
<b>for</b>	of	for	from	if
<b>out</b>	two	on	out	of
<b>at</b>	an	in	to	at

Check the box next to the word that applies to each picture.

<input type="checkbox"/> person	
<input type="checkbox"/> place	
<input checked="" type="checkbox"/> thing	
<input checked="" type="checkbox"/> person	
<input type="checkbox"/> place	
<input type="checkbox"/> thing	
<input type="checkbox"/> person	
<input checked="" type="checkbox"/> place	
<input type="checkbox"/> thing	
<input type="checkbox"/> person	
<input type="checkbox"/> place	
<input checked="" type="checkbox"/> thing	
<input type="checkbox"/> person	
<input type="checkbox"/> place	
<input checked="" type="checkbox"/> thing	

.....

Draw a circle around the proper noun in each row.

day

Tuesday

today

tomorrow

place

Central Park

park

school

street

avenue

road

Pell Place

girl

she

Ella

sister

Will

boy

brother

he

teacher

Mr. Hobbs

man

father

doctor

woman

Dr. Crane

mother

Circle the word that best completes each sentence. Then write the word on the line.

1. **We** **Our** \_\_\_\_\_ planted a garden.

2. **Their** **They** \_\_\_\_\_ like to cook.

3. **Me** **My** \_\_\_\_\_ sister plays baseball.

4. **us** **I** He gave the cat to \_\_\_\_\_ .

5. **we** **us** When do \_\_\_\_\_ have gym?

Draw a circle around the sentence that best describes the picture.

We skate.

We eat.

We sing.



They read.

They jump.

They call.



We sing.

We sit.

We read.



They read.

They run.

They play.



Check the box next to the word that best applies to each sentence.

☐

now

☒

before

I told a story.

☒

now

☐

before

You say hello.

☐

now

☒

before

I went to dinner.

☒

now

☐

before

I go to school.

☐

now

☒

before

We did chores.

Check the box next to the word that best describes each set of words.

☐

same

☒

opposite

new      old

☒

same

☐

opposite

happy      glad

☒

same

☐

opposite

fast      quick

☐

same

☒

opposite

hot      cold

☐

same

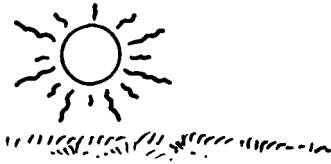
☒

opposite

hard      soft



Draw a circle around the word that best describes each picture.



sunny

cloudy

rainy



fast

slow

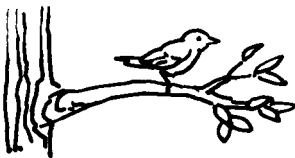
rainy



happy

mad

sad



low

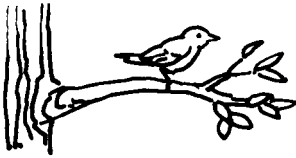
slow

high

Check the box next to the word that best describes each set of words.

<input checked="" type="checkbox"/> same <input type="checkbox"/> opposite	mad      angry
<input type="checkbox"/> same <input checked="" type="checkbox"/> opposite	fast      slow
<input checked="" type="checkbox"/> same <input type="checkbox"/> opposite	small      little
<input checked="" type="checkbox"/> same <input type="checkbox"/> opposite	big      large
<input type="checkbox"/> same <input checked="" type="checkbox"/> opposite	tiny      big

Draw a circle around the sentence that best describes each picture.



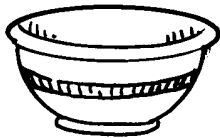
I saw a bird.

I have a saw.



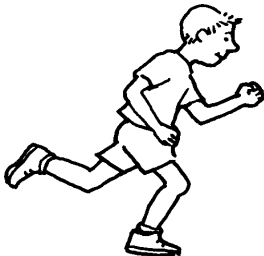
I saw a bird.

I have a saw.



I like to bowl.

I like this bowl.



I can run.

I have a can.



This is my bat.

This bat can fly.

Draw a circle around the word that best describes each picture.



dog

cat

fish



mom

dad

dog



run

mad

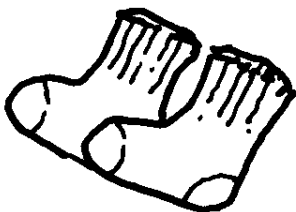
sleep



walk

run

sleep

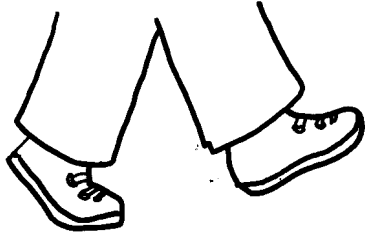


socks

run

sleep

Draw a circle around the sentence that best describes each picture.



We walk in the halls.

We run in the halls.



We listen in class.

We talk in class.



We wash our hands.

We raise our hands.

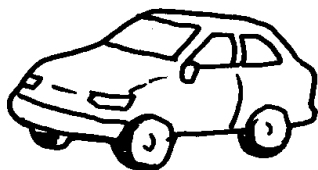
Draw a circle around the word that best describes each picture.



school

home

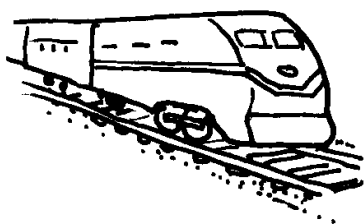
park



bike

car

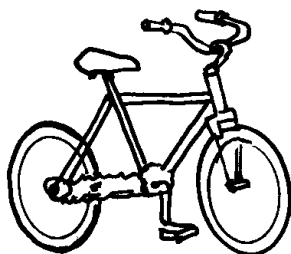
truck



car

truck

train



car

bike

truck

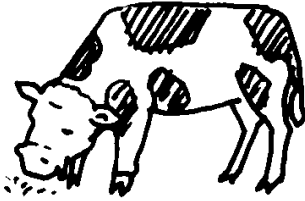


house

boat

school

Draw a circle around the word that best describes each picture.



bear

cow

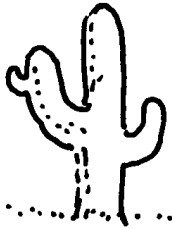
monkey



tree

bush

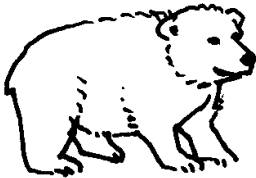
flower



octopus

cactus

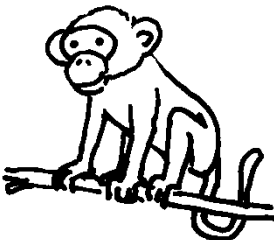
tree



bear

cow

monkey



monkey

cow

frog

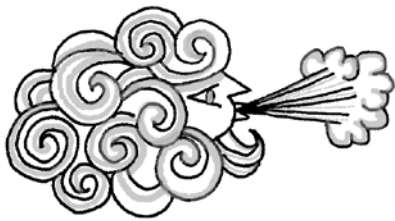
Draw a circle around the word that best describes each picture.



winter

spring

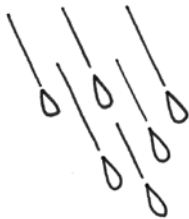
summer



windy

rainy

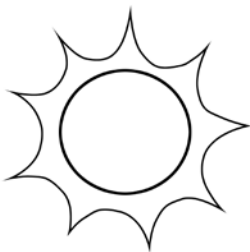
hot



snowy

hot

rainy



cool

warm

windy



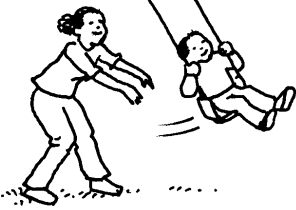
cloudy

sunny

rainy



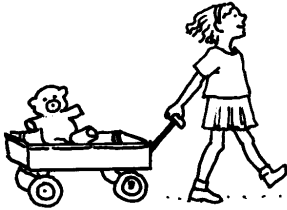
Draw a circle around the word that best describes each picture.



push

pull

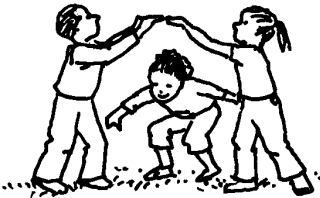
lift



push

pull

lift



over

under

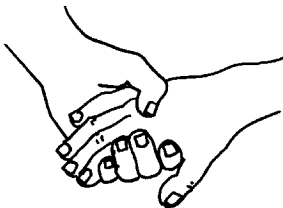
in



over

under

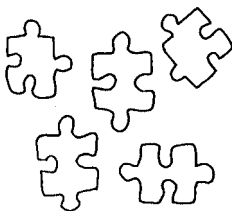
in



together

on

apart



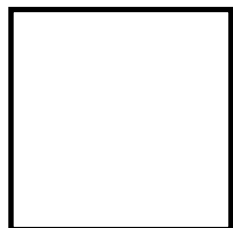
together

on

apart

.....

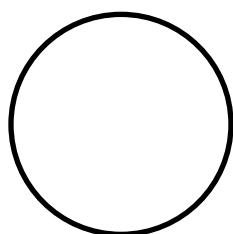
Draw a circle around the word that best describes each picture.



circle

square

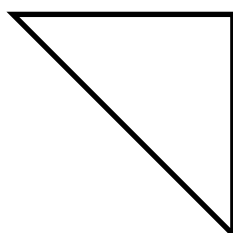
oval



circle

square

oval



square

triangle

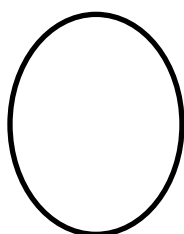
rectangle



square

triangle

rectangle









circle

rectangle

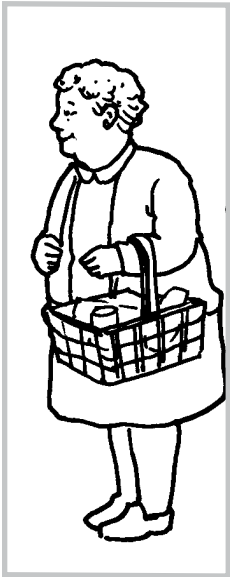
oval

Draw a circle around the word that best describes each picture.

	one      ten <u>two</u>
	two <u>ten</u> one
	two      four <u>three</u>
	two      three <u>five</u>
	six      eight <u>nine</u>
	<u>one</u> ten      two

Look at the picture. Then use the words in the word box to label each person.

first second third fourth fifth



third



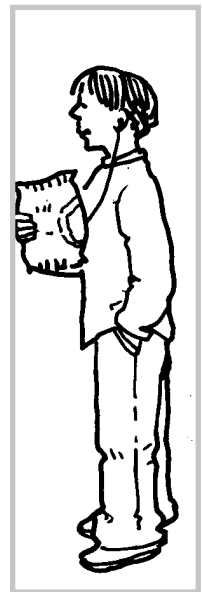
fifth



first



second



fourth