

everyday **Vocabulary**

Intervention Activities

Pre- and Post-Assessment

Use the following Grade K 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 25 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 K Vocabulary Pre-/Post-Assessment	Recommended Everyday Vocabulary Intervention Activities
Sight Words	Units 1–4
Nouns, Pronouns, Possessives, Proper Nouns	Units 5–7
Verbs	Units 8–9
Adjectives	Units 10–11
Everyday Content Words	Units 12–14
Social Studies Content Words	Units 15–16
Science Content Words	Units 17–18
Math Content Words	Units 19–20

.....

Circle the word that matches the first word in each row.

a

an

at

a

as

an

a

an

and

on

the

this

he

the

then

this

his

is

this

sit

that

the

hat

that

at

.....

Circle the word that matches the first word in each row.

in

it

is

in

an

on

in

on

an

no

to

on

it

to

so

with

we

it

with

the

for

of

for

if

or

.....

Circle the word that matches the first word in each row.

and

as

at

and

ant

or

or

on

of

to

so

is

as

on

so

too

to

too

of

so

as

is

at

as

so

.....

Circle the word that matches the first word in each row.

why

were

why

where

we

what

the

what

were

when

when

then

we

when

the

who

who

how

that

them

how

we

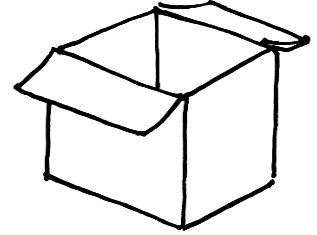
has

who

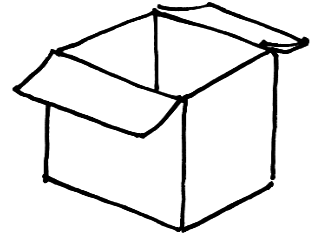
how

Circle the picture that matches the first word in each row.

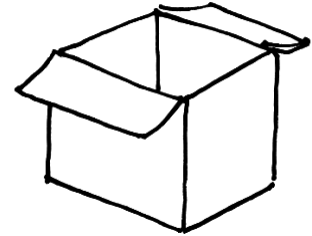
person



place



thing



Circle the picture that matches the first word in each row.

she



he



they



hers



his



.....

Draw a picture of someone in your family. Label it.



Draw a picture of a place you like to go. Label it.



.....

Draw a picture of something you *have* to do every day. Label it.



Draw a picture of something you *can* do every day. Label it.



[illegible]

This image shows a blank sheet of white paper with three horizontal lines spanning its width. The top and bottom lines are solid black, while the middle line is dashed black. This format is commonly used for teaching handwriting or basic typing skills.

Circle the picture that shows what each word means.

sad



happy



mad



small



sunny



rainy



Listen to your teacher read each pair of words. If they mean the same, shade in the heart. If they do not mean the same, draw an X on the heart.

big

large



big

small



happy

glad



happy

sad



small

little







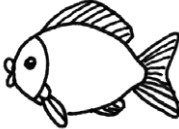







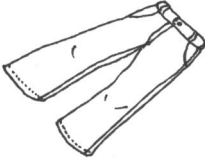









Draw a picture of a *saw* someone might use to cut.

A large empty rectangular box with a thin gray border, intended for a student to draw a picture of a saw.


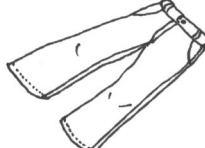




Draw a picture of someone you *saw* earlier today.

A large empty rectangular box with a thin gray border, intended for a student to draw a picture of someone they saw.

Draw an X on the picture that does not belong.

<p>pets</p>	   
<p>family</p>	   
<p>clothes</p>	   
<p>hats</p>	   
<p>food</p>	   

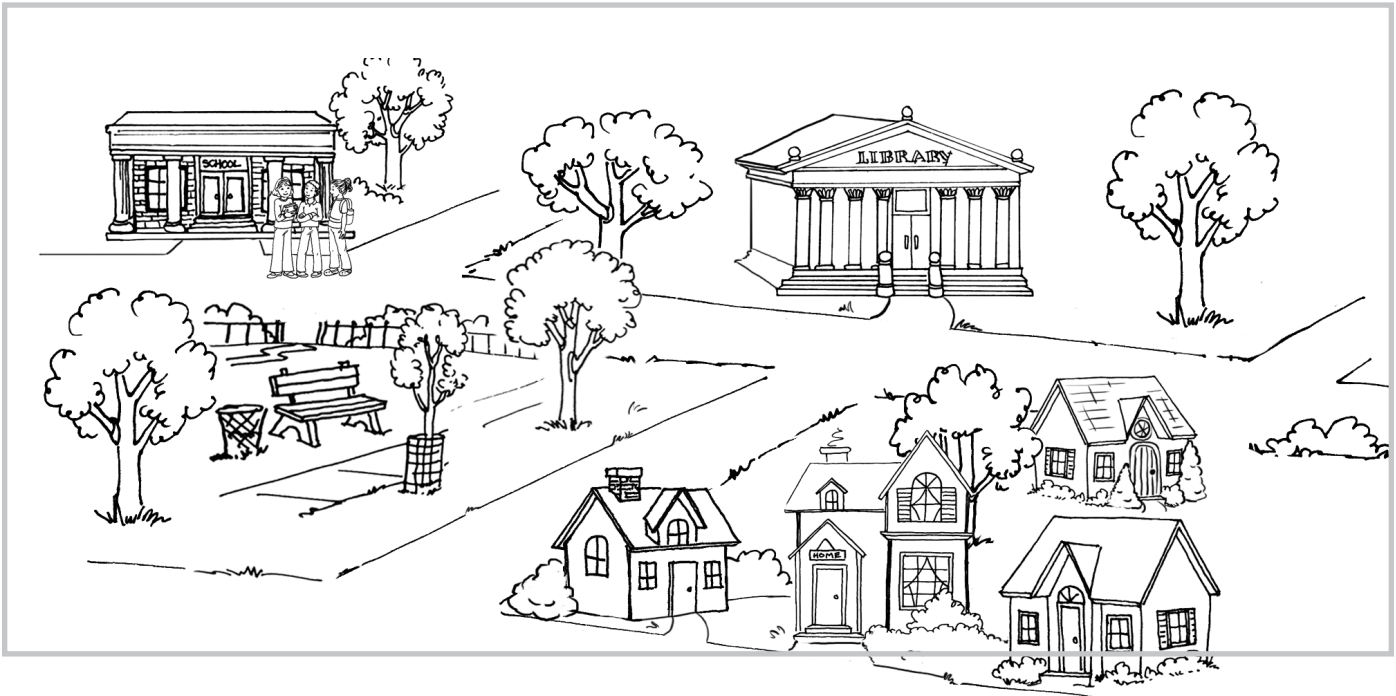
Draw a circle around the picture that best completes the sentence.

<p>I play</p>				
<p>I know</p>				
<p>I wear</p>				
<p>I eat</p>				
<p>I like</p>				

Draw an X on the park.

Draw a circle around the houses.

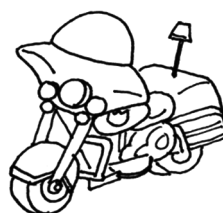
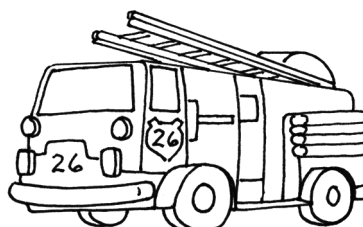
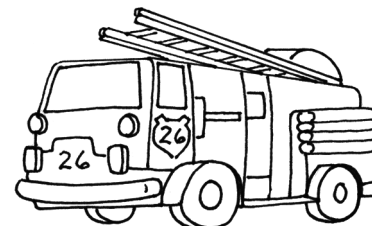
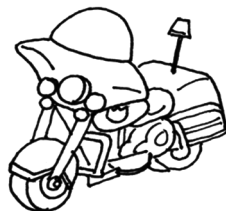
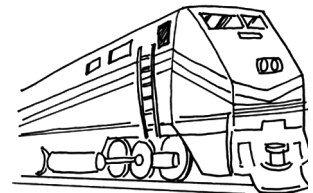
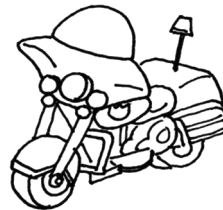
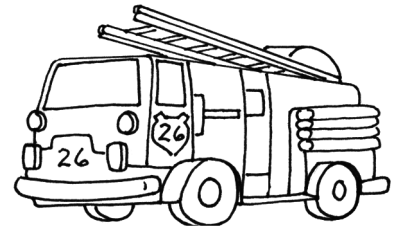
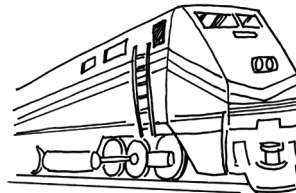
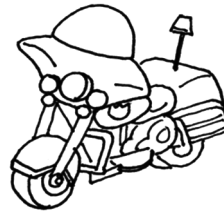
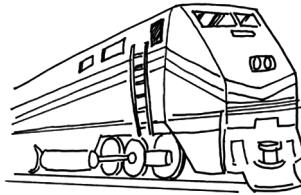
Draw a line along the street from the school to the library.







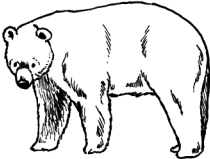


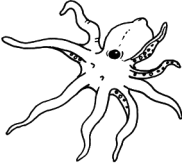
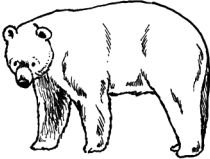

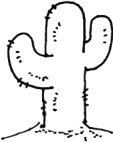
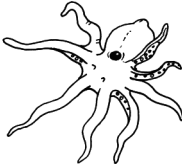
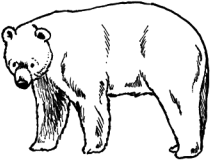

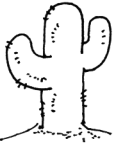
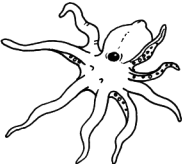
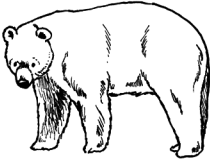

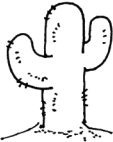
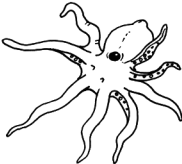
Draw a flag.



Circle the vehicle that matches each worker.



Circle the picture that shows what each word means.

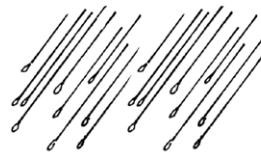
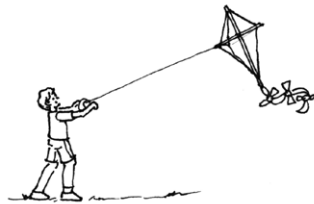
animal				
plant				
bear				
octopus				
cactus				

Circle the picture that shows what each word means.

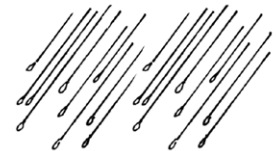
windy



rainy



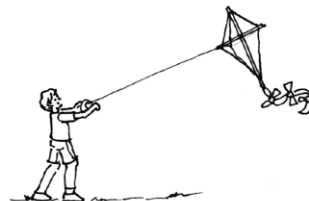
sunny



hot

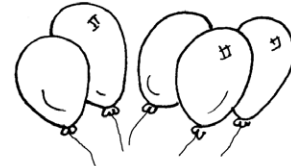
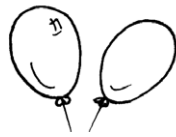


cold

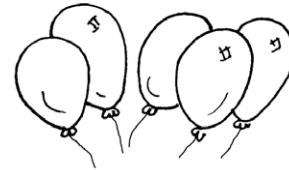
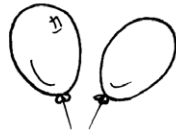


Circle the picture that shows what each word means.

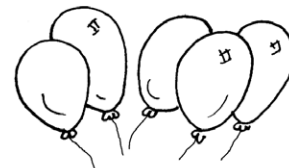
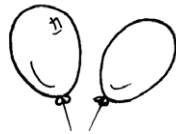
5
five



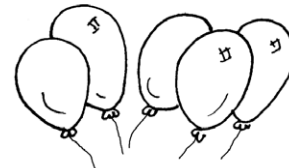
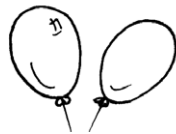
2
two



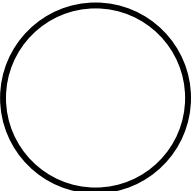

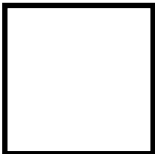
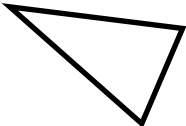
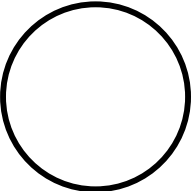

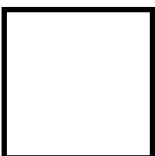
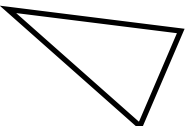
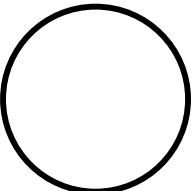

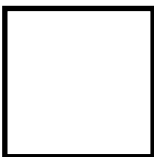
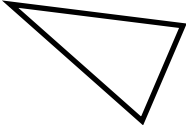
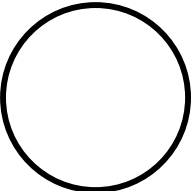

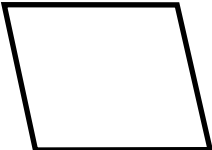
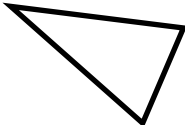
less



more

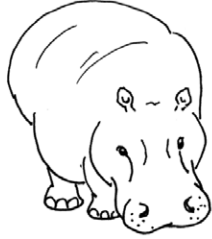


Shade in the picture that shows what each word means.

circle				
square				
triangle				
rectangle				

Listen to each question. Circle the right answer.

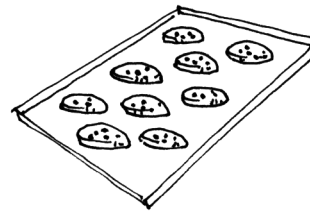
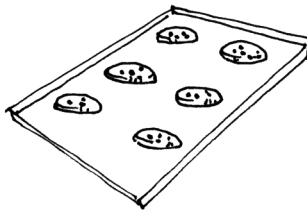
Which is big?



Which is little?



Which is more?



Which is less?



Individual Pre-/Post-Assessment Scoring Chart

Student Name _____ Pretest Date: _____
 Posttest 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
Sight Words III	6	/5	/5	Unit 3
Question Words	7	/5	/5	Unit 4
Nouns	8	/3	/3	Unit 5
Pronouns and Possessives	9	/5	/5	Unit 6
Proper Nouns	10	/2	/2	Unit 7
Helping Verbs	11	/2	/2	Unit 8
Action Verbs	12	/2	/2	Unit 9
Adjectives	13	/6	/6	Unit 10
Synonyms and Antonyms	14	/5	/5	Unit 11
Multiple-Meaning Words	15	/2	/2	Unit 12
Everyday Content Words	16	/5	/5	Unit 13
Everyday Concept Words	17	/5	/5	Unit 14
Social Studies Words: Geography and Citizenship	18	/4	/4	Unit 15
Social Studies Words: Jobs and Transportation	19	/5	/5	Unit 16
Science Words: Animal Habitats	20	/5	/5	Unit 17
Science Words: Weather	21	/5	/5	Unit 18
Math Words: Shapes & Numbers	22 & 23	/8	/8	Unit 19
Math Words: Comparing	24	/4	/4	Unit 20
TOTAL		/88	/88	

ANSWER KEY

Circle the word that matches the first word in each row.

a

an

at

a

as

an

a

an

and

on

the

this

he

the

then

this

his

is

this

sit

that

the

hat

that

at

.....

Circle the word that matches the first word in each row.

in

it

is

in

an

on

in

on

an

no

to

on

it

to

so

with

we

it

with

the

for

of

for

if

or

.....

Circle the word that matches the first word in each row.

and

as

at

and

ant

or

or

on

of

to

so

is

as

on

so

too

to

too

of

so

as

is

at

as

so

.....

Circle the word that matches the first word in each row.

why

were

why

where

we

what

the

what

were

when

when

then

we

when

the

who

who

how

that

them

how

we

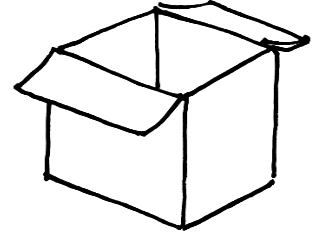
has

who

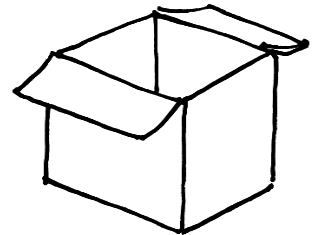
how

Circle the picture that matches the first word in each row.

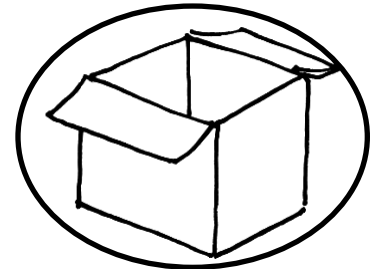
person



place

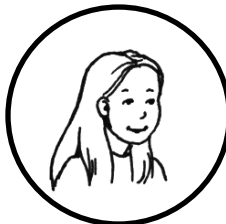


thing



Circle the picture that matches the first word in each row.

she



he



they



hers



his



.....

Draw a picture of someone in your family. Label it.

ANSWERS MAY VARY

Draw a picture of a place you like to go. Label it.

ANSWERS MAY VARY

.....

Draw a picture of something you *have* to do every day. Label it.

ANSWERS MAY VARY

Draw a picture of something you *can* do every day. Label it.

ANSWERS MAY VARY

.....

Draw a picture of something you *like*. Label it.

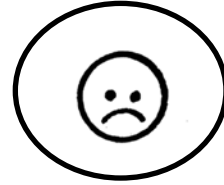
ANSWERS MAY VARY

Draw a picture of something you *make*. Label it.

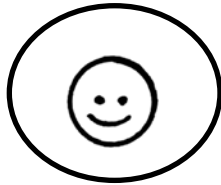
ANSWERS MAY VARY

Circle the picture that shows what each word means.

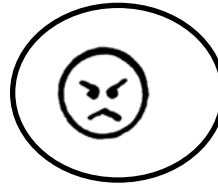
sad



happy



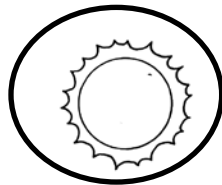
mad



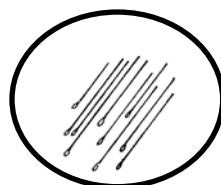
small



sunny



rainy



Listen to your teacher read each pair of words. If they mean the same, shade in the heart. If they do not mean the same, draw an X on the heart.

big

large



big

small



happy

glad



happy

sad



small

little







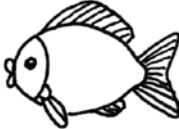







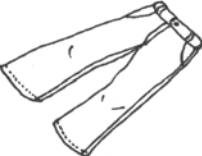








Draw a picture of a *saw* someone might use to cut.

ANSWERS MAY VARY


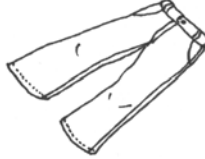



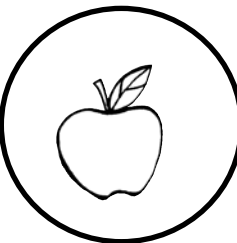


Draw a picture of someone you *saw* earlier today.

ANSWERS MAY VARY

Draw an X on the picture that does not belong.

<p>pets</p>	   
<p>family</p>	   
<p>clothes</p>	   
<p>hats</p>	   
<p>food</p>	   

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

<p>I play</p>				
<p>I know</p>				
<p>I wear</p>				
<p>I eat</p>				
<p>I like</p>				

ANSWERS MAY VARY

Draw an X on the park.

Draw a circle around the houses.

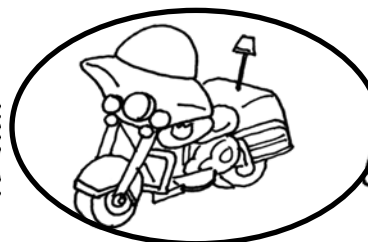
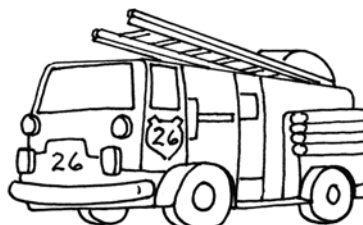
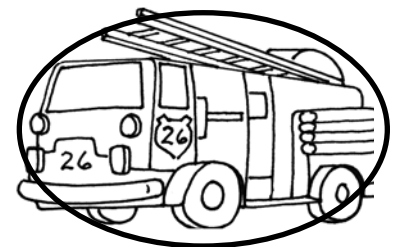
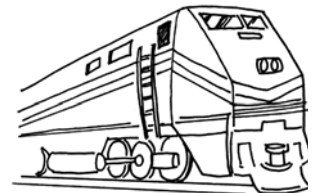
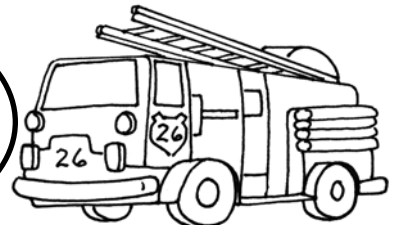
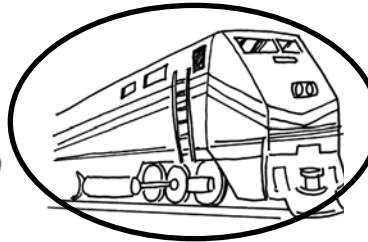
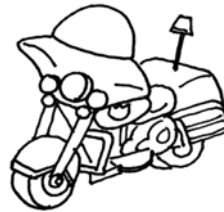
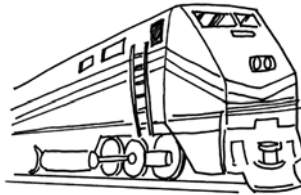
Draw a line along the street from the school to the library.







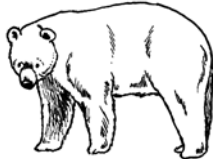
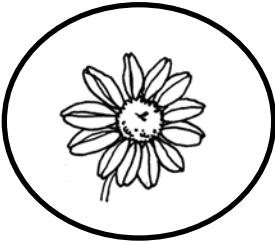

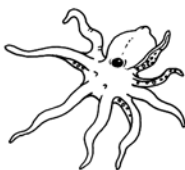
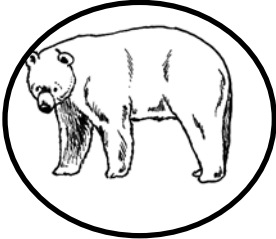

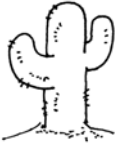
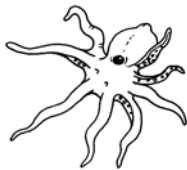


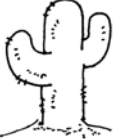
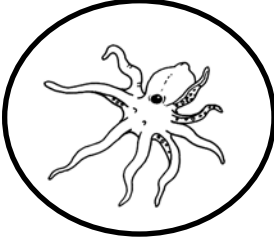
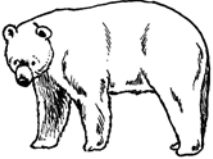

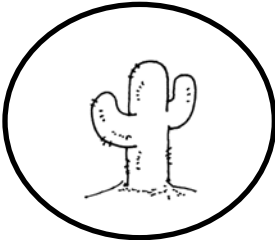
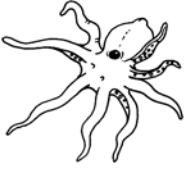
Draw a flag.

ANSWERS MAY VARY

Circle the vehicle that matches each worker.

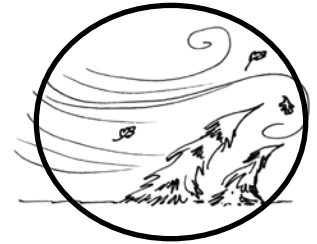


Circle the picture that shows what each word means.

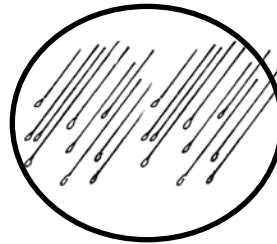
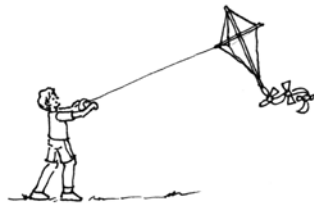
animal				
plant				
bear				
octopus				
cactus				

Circle the picture that shows what each word means.

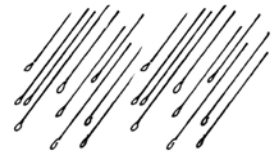
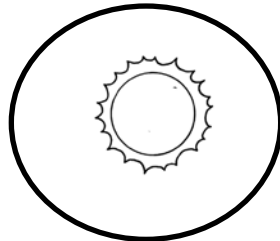
windy



rainy



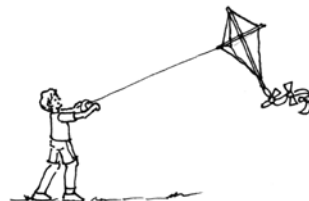
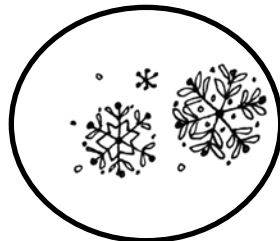
sunny



hot

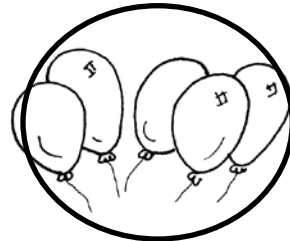
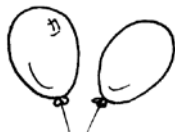


cold

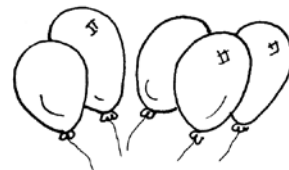
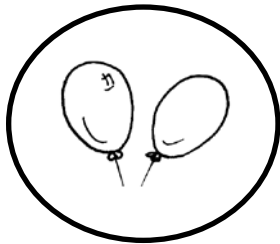


Circle the picture that shows what each word means.

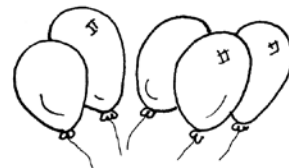
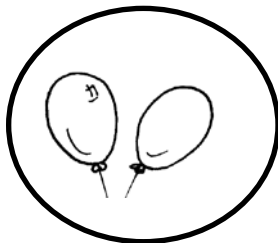
5
five



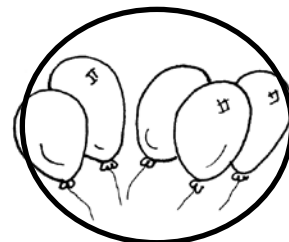
2
two



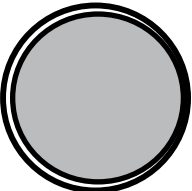

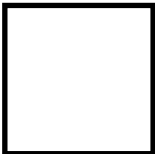
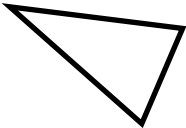
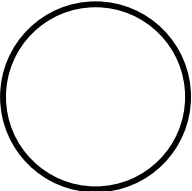

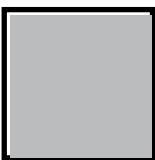
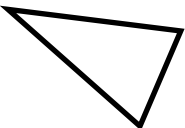
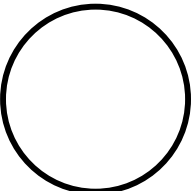

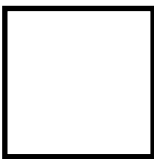
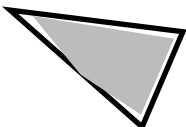
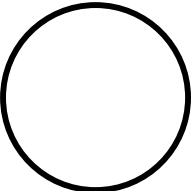

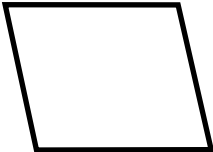
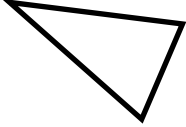
less



more

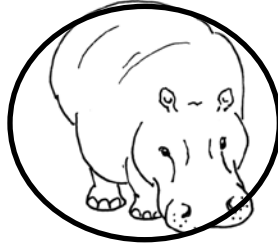


Shade in the picture that shows what each word means.

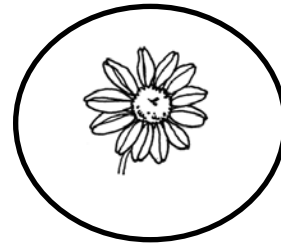
circle				
square				
triangle				
rectangle				

Listen to each question. Circle the right answer.

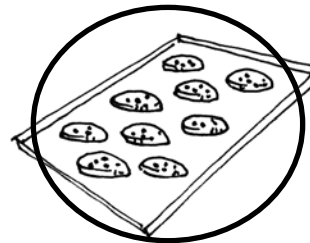
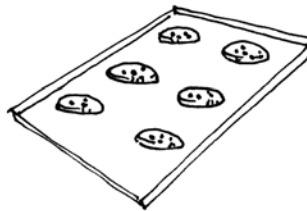
Which is big?



Which is little?



Which is more?



Which is less?

