VOCABULARY ASSESSMENT

Kay Stahl
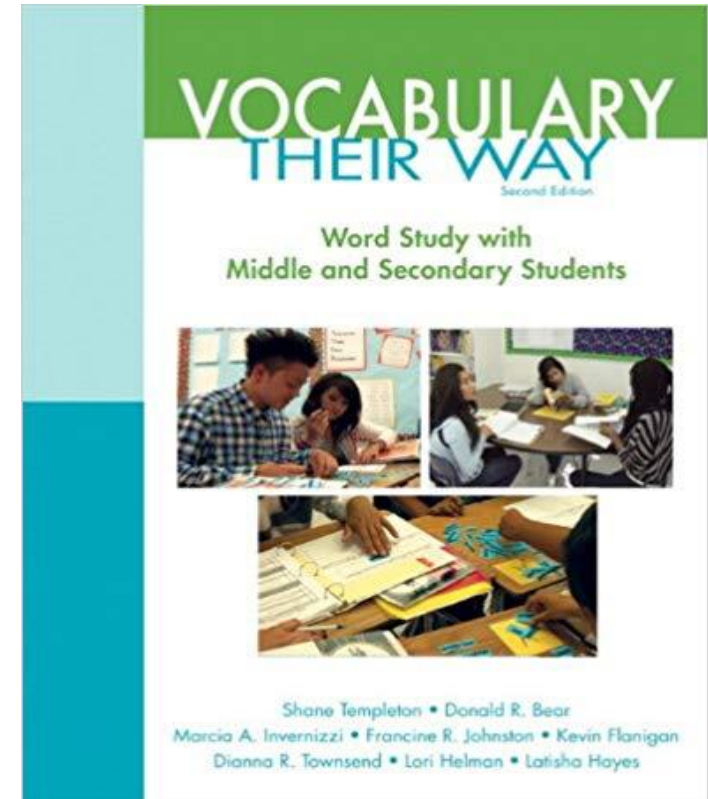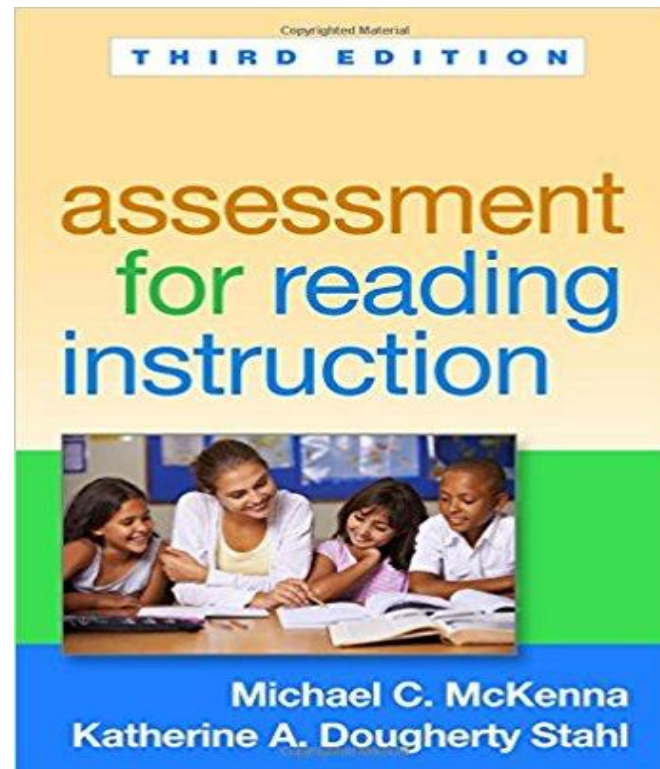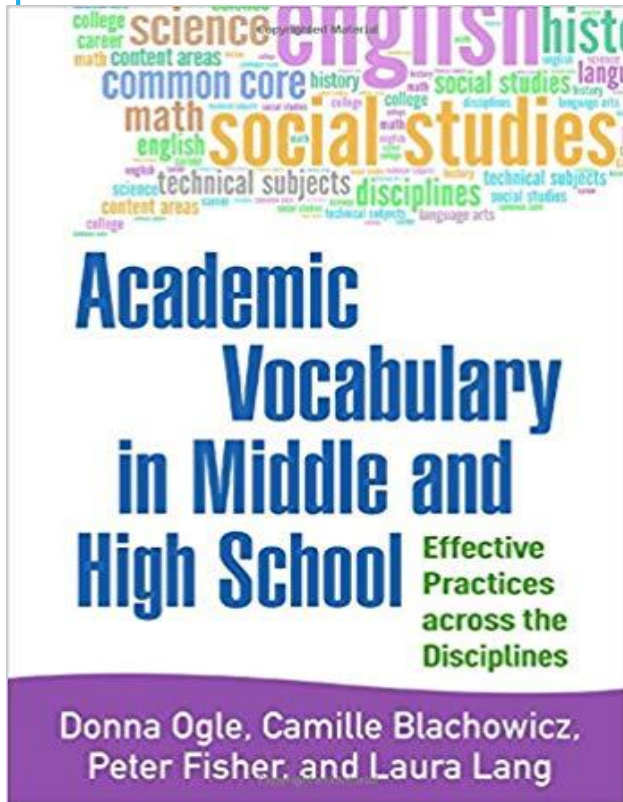
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NYS RTI TAC Webinar Strand 21

WHILE YOU WAIT…

Complete the Vocabulary Knowledge Rating Scale in your handout folder---You will need to retrieve this info quickly later in the presentation

RESOURCES FOR THIS PRESENTATION

THE CHALLENGE OF VOCABULARY ASSESSMENT

- Measures of vocabulary and comprehension do correlate.

- Vocabulary instruction strongly and positively influences comprehension of texts containing those words, but there is minimal transfer to more general vocabulary or comprehension tasks (Wright & Cervetti, 2016).

- Due to the codependency of vocabulary, comprehension, and knowledge acquisition, it is not desirable to separate the assessment of academic vocabulary from the instructional unit (Nagy and Townsend, 2012).

The Challenge of Vocabulary Assessment

Depth

How well do we know the words?
How accessible are multiple aspects of a word?

Breadth

How many words do we know?
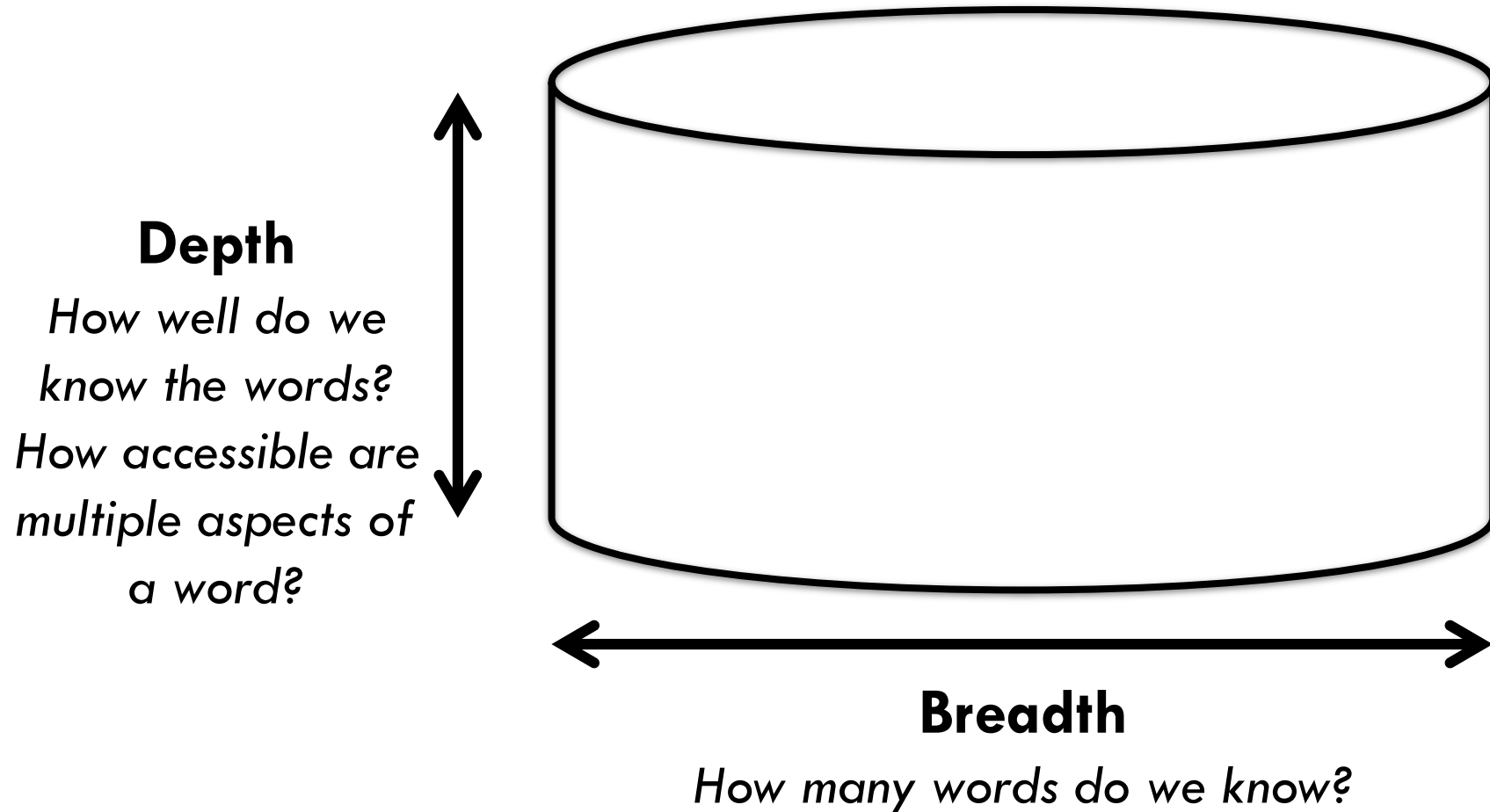
DIAGNOSTIC CHALLENGES: WHAT DOES IT MEAN TO KNOW A WORD?

- Receptive: listening, reading

- Generative: speaking, writing

AS A RESULT OF THESE COMPLEXITIES:

A single vocabulary assessment is unable to capture the multidimensionality of vocabulary knowledge and growth.

"The more closely assessment matches the instructional context, the more appropriate the conclusions about instruction will be" (NRP, 2000, Vocabulary 4.26).

ON YOUR OWN: SELF-STUDY (WORKSHEET)

What tools do you currently use to assess vocabulary knowledge and vocabulary growth?

Assessment	Breadth (volume of words)	Depth of Knowledge (dimensions)	Reading	Listening	Speaking/oral usage of the words	Writing (sentences/passages using the words)

USE THIS WHEN PLANNING ASSESSMENTS FOR YOUR CONTENT UNITS

| Test Format (ADD NEW TECHNIQUES THAT YOU LEARN TODAY)	Check Formats You Use	Units of study
Match word to definition		
Write definition		
Fill appropriate vocabulary word in blank		
Write a sentence		
Multiple choice: definitions-words		
Multiple choice: which definition is applied to word in a passage?		
Illustrate a word		
Make new words with affixes and roots		

QUESTION YOUR ASSESSMENT CHOICES

- What dimensions of vocabulary knowledge does an assessment tap into?

- Are our vocabulary measures sensitive enough to document the relationship between word learning, comprehension, and knowledge acquisition?

- Do our vocabulary measures enable us to refine our vocabulary instruction in service to knowledge acquisition?

HOW DO YOU CURRENTLY ASSESS:

Depth or Breadth?
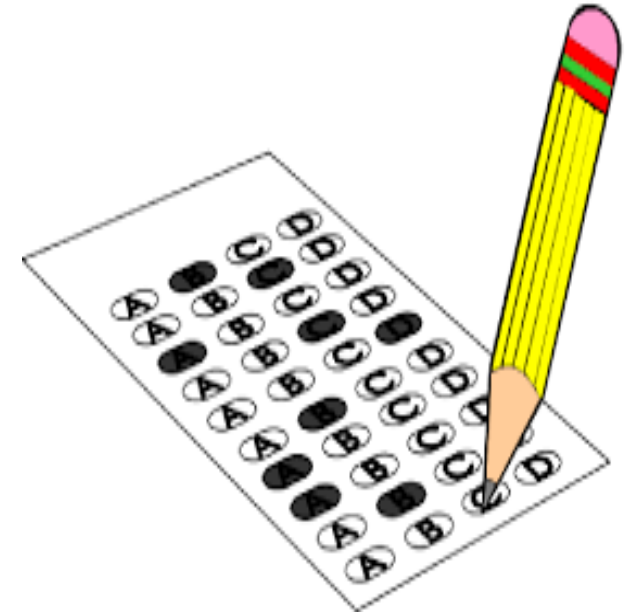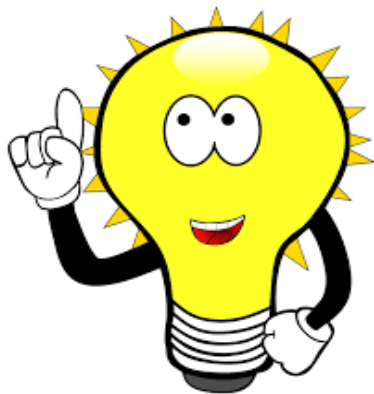
Reading? Writing? Listening? Speaking?
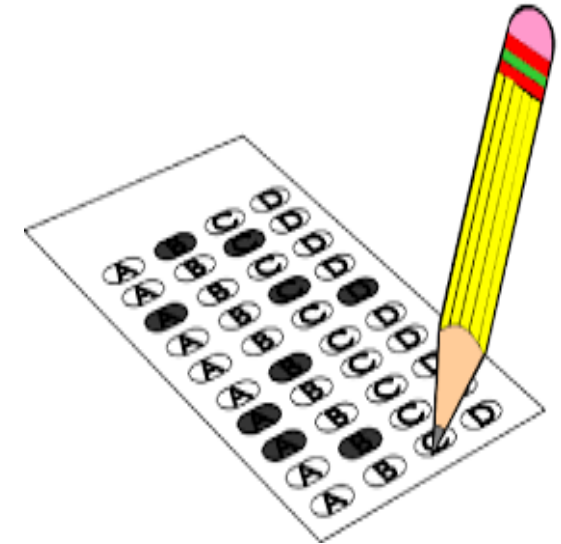
EXAMINE YOUR SELF-STUDY

HOW DO YOU CURRENTLY ASSESS:

Vocabulary knowledge?

Vocabulary growth?

ANALYZE YOUR SELF-STUDY

Share your insights.

VOCABULARY ASSESSMENT APPROACHES
(VTW: WORD STUDY WITH MIDDLE & SECONDARY STUDENTS-TEMPLETON ET AL., 2015)

Weekly or Unit Tests	
Self-directed	Knowledge Rating Scales Fist-to-Five Exit Ticket Notebooks Brainstorming
Traditional	Matching Multiple Choice Definitions –Sentences Fill in the blank
Extended	Exclusion Activities Concept Sorts Vocabulary Maps Discussion Group Observation
Morphology-driven	Matching Generating from Suffixes-Prefixes Generating from Bases-Roots
Developmental- used to assess developmental awareness of cognates, etymology, and derivatives	
Developmental Spelling	WTW Upper Level Spelling Inventory Academic Vocabulary Spelling Inventory

BEGIN WITH A SURVEY OF STUDENT KNOWLEDGE

Word	I know this word and can tell about it.	I have seen this word before.	I have never seen this word before.

SHARE YOUR VOC. KNOWLEDGE RATING SCALE (MOLLY-POLL)

	Know it well and have used it >3X	Have heard of it and can briefly describe it, but I never use it to <u>assess</u>	I have heard of it, but I could not confidently describe it to Kay Stahl	New to me
Voc. Fist to Five				
Morphological Spelling Inventory				
Vocabulary Knowledge Rating Scale				
Exclusion Tasks				
Discussion Group Analysis				
Fill-in-the-Blank				
Multiple Choice				
Match Definition				
Voc. Exit Ticket				
Concept Maps				

NATIVE AMERICAN HOMES

	I can describe this home and location.	I have heard of this.	I have never heard or seen this.
wigwam			
apartment			
longhouse			
Tipi/tepee			
brush lodge			
asi			

The Mongol Conquests, (Ogle et al., 2016; p. 84)

The Mongol Conquests

Directions: All of the words listed below are important in our study of the Mongols. As you look through the list, check your level of familiarity with each of them and mark the box that best fits your understanding. If you feel you know a term well, then write a definition or provide an example of it in the box on the right. We will be using these words regularly, so take time to develop a way to study and practice those you don't know well now. At the end of the unit we will do this same activity and you should be able to identify how much you have learned.

Name _____ Period _____

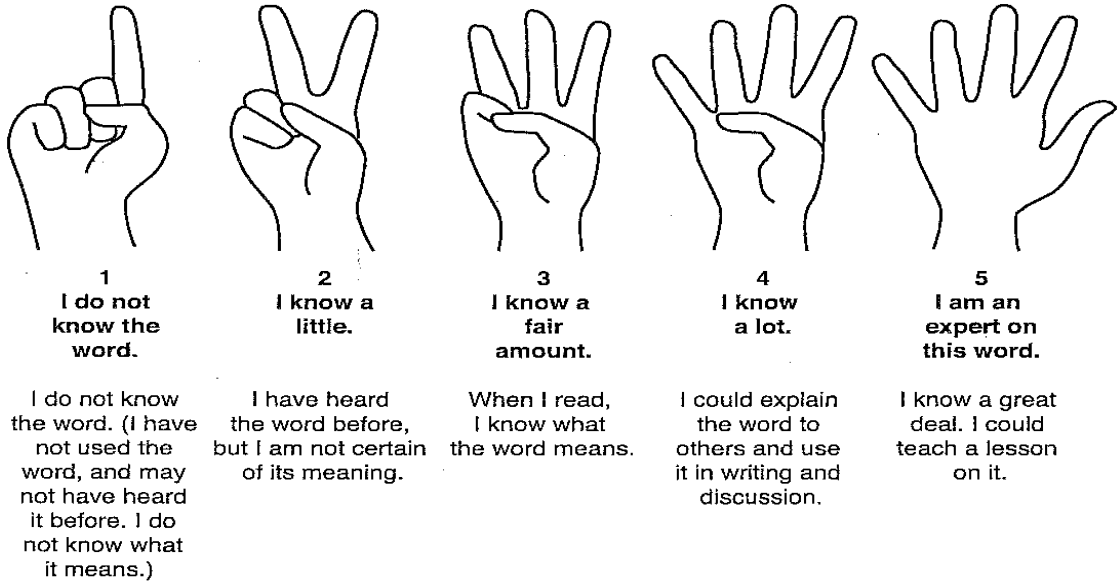| Term	Know it well	Have seen but . . .	New to me	Definition
Pastoralist				
Clan				
Genghis Khan				
Mongolica				
Steppe				
Nomadic				
Mongol				
Khanate				
Persia				

INCREASE THE EXPECTATION IN POSTTEST

- Use the same Knowledge Rating Scale but require demonstration of the rating.

- Provide definition, sentence or some other more concrete proof of knowledge.

- Native American homes-the second graders had to draw a picture of each home, describe geographic region where the house was used, and list resources needed to build the lodging.

INCREASING ACCOUNTABILITY (WESCHE & PARIBAKHT, 1996)

I. I don't remember having seen this word before. (1 point)

II. I have seen this word before but I don't think I know what it means. (2 points)

III. I have seen this word before and I think it means _____. (synonym or translation) (3 points)

IV. I know this word. It means _____. (definition or translation) (4 points)

V. I can use this word in a sentence: _____. (If you do this section also do Section IV.) (5 points)

More scoring details can be found in the article or in McKenna & Stahl, 2015.

FIST-To-FIVE

FIGURE 3.4 Vocabulary Fist-to-Five

1	2	3	4	5
I do not know the word.	**I know a little.**	**I know a fair amount.**	**I know a lot.**	**I am an expert on this word.**
I do not know the word. (I have not used the word, and may not have heard it before. I do not know what it means.)	I have heard the word before, but I am not certain of its meaning.	When I read, I know what the word means.	I could explain the word to others and use it in writing and discussion.	I know a great deal. I could teach a lesson on it.

Source: Flanigan, Kevin; Hayes, Latisha; Templeton, Shane; Bear, Donald R.; Invernizzi, Marcia; Johnston, Francine, *Words Their Way With Struggling Readers: Word Study For Reading, Vocabulary, and Spelling Instruction, Grades 4–12*, 1st Ed., © 2011. Reprinted and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

EXIT TICKET VOCABULARY PROMPTS

- List words related to the word_____ (morphologically: spire, spirit, inspiration or semantically: forlorn, sad, desolate)

- What I know about the word _____.

- What interesting word have you used recently in your writing?

- What is the most interesting word you studied today?

- What words in our unit have you learned more about OR still challenge you?

PRE-UNIT VOCABULARY BRAINSTORMING

- Have students engage in a small group brainstorming session of words they think are likely to show up in an upcoming unit.

- List and organize those words in a whole class community share.

- Use concept maps to organize the words.

- Keep the concept map displayed as your word wall.

- Add to the word wall as you progress through the unit.

EXCLUSION ACTIVITIES ----- VOCABULARY RECOGNITION TASK (STAHL, 2003; MCKENNA & STAHL, 2015)

- Create a list of words related to the unit concepts.

- Add a proportion of foils.

- Students circle words that they can read and are certain have something to do with the unit. Pretest and posttest the list.

- At posttest, students also categorize the words.

Depth or Breadth?
MOLLY Poll

This month we will be reading books about Australia. Below you see a list of words. Put a circle around the words that you are able to read and are sure have something to do with Australia. Do not guess, because wrong answers will lower your score.

marsupial	outback	biscuit	koala
Aborigines	dingo	Sydney	didgeridoo
tiger	France	wombat	boomerang
Atlantic Ocean	bat	Melbourne	island
ice block	lollies	Boston	elephant
Pacific Ocean	kangaroo	Silver Bay	bushranger
platypus	convicts	taco	Botany Bay
kiwi	snowy	Britain	echidna
Tasmanian devil			

VRT SCORING PROCEDURES (SEE STAHL & BRAVO ARTICLE IN YOUR PACKAGE)
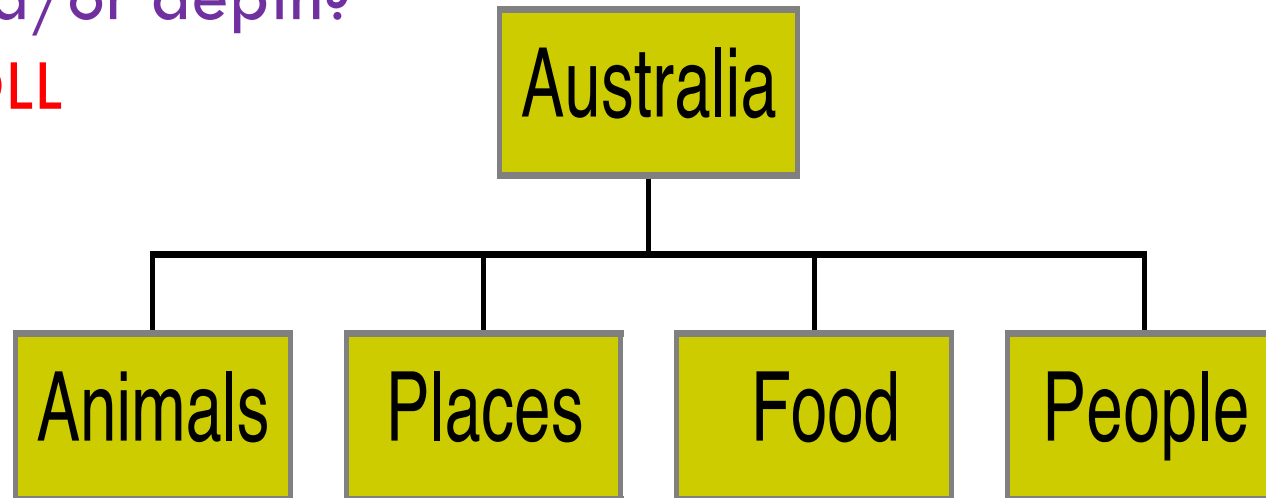
EXAMPLE: 25 related words and 8 unrelated words

Score 1 point for each word correctly circled, deduct 1 point for each foil selected. (e.g., 20 correct words chosen – 2 foils incorrectly chosen= 18 related words identified)

OR

Total Percentage correct: 20 + 6 = 26/33= 79%

VRT WEB: RAISE EXPECTATIONS FOR POSTTEST

Breadth and/or depth?
MOLLY-POLL

THE GREAT DEPRESSION
(OGLE, ET AL., 2016; P. 85)

Directions: Choose words from the lists below and put them under the appropriate category or concept. Use as many of the words as you know and use each word only once. Some categories will have blank spaces even though you use all the words. If there are some terms you don't know at all, just circle them and you can add them to your "word-learning list" later.

The Great Depression

speculation	imported goods	deficit federal spending	mortgage payments	foreclosures	recovery	recession
tariffs	capital	business cycle	crash	Say's law	supply and demand	boom
unemploy-ment	over-production	economics	flawed economy	financial collapse	downward economic spiral	belief in business cycles

Economic conditions

What caused the Great Depression?

Stock market

Create your own category

FIGURE 5.4. Concept Web. The teacher determines the key terms students will need to know and use during the unit or chapter/lessons. These words are listed for students, and their task is to sort the words using the categories provided on their worksheet. If the students are more knowledgeable about the topic, the teacher may ask them to create their own categories as they sort the terms. If that is the teacher's choice, then the boxes should be left free of labels.

# SCORING EXCLUSION ACTIVITY WITH CONCEPT MAP

- Use the VRT scoring guide for one subscore.

- Then calculate percentage of correctly categorized Hits as web subscore.

- MORE THAN ONE ITEM OR MEASURE IS REQUIRED TO ASCERTAIN <u>DEPTH</u> OF KNOWLEDGE.

POWER MAPS

- Similar to concept maps

- Display <u>hierarchical relationships</u>

- Assessments call for the students to determine and organize the terminology in "power levels"

- POWER LEVEL 1= BIG IDEAS

- POWER LEVEL 2=SUBTOPICS

- POWER LEVEL 3= DETAILS, SUBORDINATE

CREATE A POWER MAP: ORGANIZE THE WORDS BELOW IN HIERARCHICAL LEVELS

Tier 2	Professional Development	National norms	Infrastructure	Data-based decision making
Valid, reliable tests	**Multi-tiered System of Supports (MTSS)**	Research-based instruction	Scheduling Considerations	Multi-level Intervention System
Universal Screening	Tier 3	Progress Monitoring	MTSS Leadership Team	Tier 1
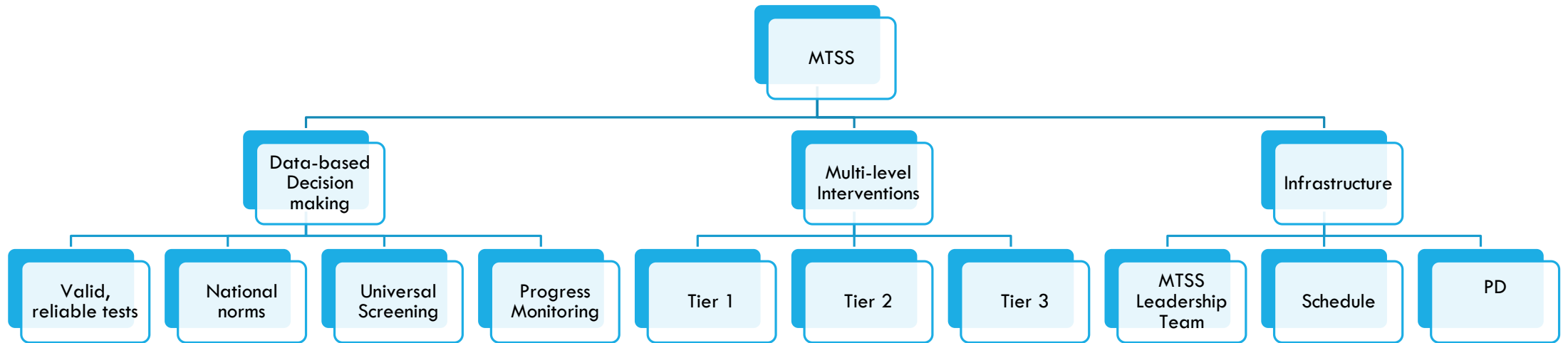
EMBEDDED VOCABULARY ASSESSMENT

- Pre-post unit tests-comparison analysis of target vocabulary utilization in constructed responses or individual items (See Stahl & Bravo article)

- Discussion Group Analysis: Tally sheet to record word use during prompted small group discussions

PROMPT: DESCRIBE THE MECHANISMS THAT ENSURE A SYSTEM OF CHECKS AND BALANCES AMONG THE 3 BRANCHES OF US GOVERNMENT.

	Madison	Jacob	Dimitri	Emma
Executive				
Legislative				
Judicial				
veto				
interpretation				
unconstitutional				
Impeach				
declare				

TEACHER CHECKLIST OF GEOMETRY TERMS

	Javier	Darius	Ashley	Jade	Seann
Concept Vocabulary					
Symmetry	D A T	D A T	D A T	D A T	D A T
Parallel	DWAT	DWAT	DWAT	AT	DWAT
Perpendicular	DAT	DAT	DAT	DAT	DAT
Inquiry Vocabulary					
Figure	DWAT	DWAT	DWAT	DWAT	DWAT
Edge	DWAT	DWAT	DWAT	DWAT	DWAT

D=discussion, W=writing, A=applied, T=tested

WHAT ABOUT MORPHOLOGY?

- A systematic approach to morphology is a powerful tool for independent student word learning.

- Important key for ELs and English only students. (http://spanishcognates.org)

- Full-school approach to organizing this instruction---not haphazard!

- Academic Vocabulary and Spelling Inventory (Original Source Flanigan, et al., 2011; also in Vocabulary Their Way)

- I recommend the VTW/WTW derivation stage scope and sequence driven in ELA with content area addressing morphemes as encountered within units.

IN PREPARATION FOR WEBINAR 3 &4: PUT WEBINAR 1 AND 2 INTO ACTION

- Use the vocabulary selection process to plan 1-3 upcoming units (webinar 1 content)

- Examine and analyze your current vocabulary assessment processes using the Vocabulary Assessment Self-study Worksheet

- Challenge yourself to incorporate 3 new vocabulary assessment techniques to each upcoming unit (You can do it! Fist to Five and exit tickets count.) Stretch into broader dimensions of knowledge.

- Write everything down in your electronic unit plan!

UPCOMING VOCABULARY WEBINARS

Teaching Academic Vocabulary – Part 1	**Thursday, October 18th, 2018 4:15 – 5:30 p.m.**	**Instructional Techniques – Part 1** • **How to Teach a Word** • **Class Hypermedia Dictionaries** • **4 Squares Plus**
Teaching Academic Vocabulary – Part 2	**Thursday, October 25th, 2018 4:15 – 5:30 p.m.**	**Instructional Techniques – Part 2** • **Possible Sentences** • **Story Impressions** • **Vocab-o-grams** • **Semantic Feature Analysis**