Vocabulary Assessment Fourth Grade

Assessment Directions

- If you do not have access to standardized assessments for vocabulary consider focusing on the texts you use for reading aloud throughout the year.
 - Before introducing the text or chapter to students, read it to identify one or more tier 2 words.
 - Choose words that (a) can be connected and explained by words students already know, (b) are important to the central understanding of the story, (c) will likely be seen or heard in other grade level texts (Beck, McKeown, & Kucan, 2002).
- Sample assessments are located below and are based on some common fourth grade texts for reading aloud.
- You may insert your own words in column one.
- Assessments can be administered before and after student engagement with the target words.
- Ask students to define each word. Classify students' response to each word as "not known, basic understanding, or in-depth understanding."

The Velveteen Rabbit by Margery Williams

| Word | Not Known: the answer is incorrect or the student says "I don't know" | Basic Understanding: the answer provided is incomplete. The answer demonstrates that the student has heard the word but can only make partial connections to the word. | In-Depth Understanding: the answer is correct. The answer is explained in the student's own language and may include examples. |
|-----------|---|--|--|
| splendid | | | |
| sensitive | | | |
| charming | | | |
| shabby | | | |

Because of Winn Dixie by Kate Dicamillo

| Ch. | Word | Not Known: the answer is incorrect or the student says "I don't know" | Basic Understanding: the answer provided is incomplete. The answer demonstrates that the student has heard the word but can only make partial connections to the word. | In-Depth Understanding: the answer is correct. The answer is explained in the student's own language and may include examples. |
|-----|--------------------------------------|---|--|--|
| 1 | concerned immediately preacher | | | |
| 2 | fortunate stray | | | |
| 3 | orphans nudge | | | |
| 4 | recognize | | | |
| 5 | terrible ignore applauded | | | |
| 6 | trembling | | | |
| 7 | peculiar advanced | | | |
| 8 | installment trustworthy | | | |
| 9 | identical hollered | | | |
| 10 | notice | | | |
| 11 | whimpering pathological | | | |
| 12 | escape criminal | | | |
| 13 | ignorant | | | |

| 14 | imitated trotted | | |
|----|-------------------------|--|--|
| 15 | suggestion slavery | | |
| 16 | survived orphan | | |
| 17 | sensation gulp | | |
| 18 | sorrowful melancholy | | |
| 19 | lonely | | |
| 20 | aching arranging | | |
| 21 | convinced swayed | | |
| 22 | amuse complicated | | |
| 23 | protecting | | |
| 24 | pathological | | |
| 25 | myths | | |
| 26 | strummed | | |

Fourth Grade Rats by Jerry Spinelli

| Ch. | Word | Not Known: the answer is incorrect or the student says "I don't know" | Basic Understanding: the answer provided is incomplete. The answer demonstrates that the student has heard the word but can only make partial connections to the word. | In-Depth Understanding: the answer is correct. The answer is explained in the student's own language and may include examples. |
|-----|------------------------|---|--|--|
| 1 | chant usual | | | |
| 2 | impressed glum | | | |
| 3 | bolted rotten | | | |
| 4 | admit imitation | | | |
| 5 | cornered miserable | | | |
| 6 | nominated conscious | | | |
| 7 | stunned traitor | | | |
| 8 | gallows imagining | | | |
| 9 | thrilled yanked | | | |
| 10 | rampage recovered | | | |
| 11 | nudged gawked | | | |
| 12 | nonsense confession | | | |

| 13 | quivering | | |
|----|-----------------|--|--|
| 14 | nestled bawl | | |