# Vocabulary in Context

**Description**   Children use context to correctly identify the meaning of words from a Benchmark Assessment Book at their Instructional Level or Independent Level.

**You Need**
▶ The Benchmark Assessment Book at the child's Instructional Level or Independent Level.

▶ Assessing Vocabulary in Context–Individual Record form for the corresponding Benchmark Assessment Book.

**Why Use It**   As they read continuous text, readers constantly face vocabulary challenges. Many words they already know and can link to the array of letters that make up the word in print. Others may be new or only partially known. In this case, the reader derives the meaning from the context and this ability is a key factor in comprehension. Often words have two or three alternative meanings. The reader must know precisely which definition is being used in a given text. This assessment enables you to measure the student's knowledge of vocabulary as well as her ability to derive the precise meaning of words in the context of a short book.

**How to Use It**
▶ Choosing either the student's Instructional Level book or Independent Level book (or both), select words from the list on the corresponding Individual Record, ticking those that you used.

▶ For each word, have the student turn to the page where the word appears. Then ask: "What does [word] mean in this book?"

▶ Score the student's answers using the following rubric:

| | |
|---|---|
| **0** | Did not respond or said "I don't know" |
| **1** | Made a response that is in some way related to the meaning of the word (any definition of that word) |
| **2** | Responded with a definition that is approximately the meaning of the word (same definition of the word as used in the text) |
| **3** | Responded with a full definition of the word (precise definition used in the text) |

▶ Using the chart below, determine whether the student's Vocabulary in Context score is Unsatisfactory, Satisfactory or Excellent.

| Level | Unsatisfactory | Satisfactory | Excellent |
|---|---|---|---|
| A, B, C | 0–4 | 5–6 | 7–9 |
| D, E, F, G | 0–6 | 7–8 | 9–12 |
| H, I, J, K, L, M, N | 0–8 | 9–11 | 12–15 |

▶ Circle the rubric according to the total score.

**What to Notice**
▶ Number of words known or almost known

▶ Student's use of context to determine which meaning of a word is appropriate