

Summary Form: Vocabulary

Student Name: _____

Date: _____

Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.

Information - What is this task assessing? These tools help with the monitoring of knowledge related to curriculum-based vocabulary being used in the classroom.	Vocabulary items in the accompanying lists were pulled from the Ontario Ministry of Education curriculum documents. Tier 2 vocabulary is used across many domains, and is therefore ideal vocabulary to target in intervention as it has the potential to be most useful for students.	
Section A: Student Performance – use table on reverse side to capture student performance		
Section B: Prompts, Supports, Accommodations – use this table to summarize helpful strategies		
List prompts or supports attempted or trialed	Effective (E) Sometimes Effective (S) Not Effective (N)	Notes
Accommodation(s) that may be helpful for this student (e.g., for intervention, in the classroom, in general, etc.): 		
Section C: Next Steps (where to go from here) <ul style="list-style-type: none"> ● Target relevant vocabulary items with which the student is less familiar. See Vocabulary Strategy Checklist for evidence-based strategies to target vocabulary. ● Target Tier 2 vocabulary to allow the greatest benefit from intervention (as these vocabulary items can be used in diverse situations). ● Provide opportunities for word use in other contexts (e.g., send a word list home for practice) ● Incorporate other languages, if applicable (e.g., provide translations of vocabulary words in students' additional language(s) to foster vocabulary knowledge - may seek assistance from parents for this) Note: use the supports considered effective in <i>Section B</i>		
Section D: Sample IEP Statements <i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i> <u>Sample Statement #1:</u> The student will increase vocabulary knowledge of curriculum-based vocabulary from grade X mathematics curriculum. <u>Sample Statement #2:</u> The student will show their understanding of curriculum-based vocabulary by responding accurately to relevant questions in their science and technology curriculum. <u>Sample Statement #3:</u> The student will increase vocabulary knowledge to understand and define curriculum-based vocabulary terms from the grade X science and technology curriculum.		

Section A: Student Performance

Indicate the vocabulary items targeted with the student in the Vocabulary Items Known section (if the student knows the vocabulary item) or the Vocabulary Items to Target section (if the student does not know the vocabulary item well). The Vocabulary Rating Checklist can be used to help determine the student's level of knowledge of vocabulary items. Include any relevant notes (e.g., prompts used, observations, etc.).

Vocabulary	Date(s)			Notes
Vocabulary Items Known <i>(e.g., items for which the student was able to provide a definition)</i>				
Vocabulary Items to Target <i>(e.g., items for which the student was unable to provide a definition, even if partial word knowledge is evident)</i>				

Area(s) of strength:

Area(s) of challenge: