



Assessment Packet

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Assessment Overview

Students who need explicit instruction to enrich their reading vocabulary can benefit from the Take Aim at Vocabulary™ program. However, you will need to make sure the level of material is appropriate.

When determining which students will use a specific Take Aim level, consider the following:

- Can the student read the level of material?
- Does the student lack an understanding of most target words taught in the level?

Requirement One: Student Can Read the Level of Material

To work in Take Aim, a student must be able to read the stories in the level. For example, the Goldenrod level was written for students who can read at a fourth grade level or higher, so students working in Goldenrod must be able to read at this level. The Indigo level was written for students who can read at a fifth grade level or higher, so students working in Indigo must be able to read at this level.

Requirement Two: Student Lacks an Understanding of Most Target Words

If a student meets the first requirement, you also need to make sure the student will benefit from studying the words taught in the level. If the student lacks understanding of many of the target words in a level, s/he will benefit from working in that level.

Steps for Assessment

1. Estimate the appropriate Take Aim level for the student based on your knowledge of him/her.
2. Ask the student to read the sample story included in this packet at the level you estimated. Use your judgment of the student's performance to determine if s/he is able to read this level of material. If the student is able to read the level of material, then move on to the next step.
3. Give the student a copy of the level assessment from the same level, and tell him/her to fill in the blanks for the words s/he knows. Tell him/her not to guess. If the student does not know an answer, s/he should put a question mark in the blank.
4. Time the student for six minutes while s/he fills in the assessment. Start the timer when the student begins working.
5. When the timer sounds, instruct the student to stop.
6. Correct the assessment using the answer key located in this packet.
7. If the student's score indicates that s/he lacks a solid understanding of many of these words, the level is likely appropriate. If the level is not appropriate for the student, continue to assess the student with another level of Take Aim to find a better fit for the student.

You may also use other information to help guide you in your assessment decision, such as the student's performance in the classroom, scores on informal assessments, and standardized test data.

Sample Goldenrod Level Story

Bloop

In the 1960s, the U.S. Navy placed microphones deep in the ocean. The microphones were for tracking enemy submarines. But by the 1990s, the enemy had become a friend. The Navy didn't need the microphones anymore, so scientists started using them.

In 1997, the microphones picked up an intriguing noise. It had some characteristics of a whale call. However, microphones 3,000 miles apart tracked it simultaneously. The noise was huge! Even calls of the largest known whales don't travel that far. Soon, the noise disappeared.

Scientists named the noise Bloop. They wondered where it came from. Was Bloop made by a machine or volcano? No, the sound suggested it was made by an animal. Was the animal a giant squid? No, squid can't make such big, low noises. Did many animals merge to make one sound? If so, how and why did they come together? Stories tell of huge monsters beneath the sea. Could these stories have a grain of truth?

Scientists considered many ideas. Yet their quest to find the answer yielded only more questions.

(176 words)



Goldenrod Level Assessment

Name _____

Exercise A

- | | |
|---|----------------|
| 1. Facts or information is ____ . | a. precise |
| 2. When things start or begin, they ____ . | b. mock |
| 3. A long and careful search to find or get something is a(n) ____ . | c. appropriate |
| 4. When someone is worried or nervous, she is ____ . | d. data |
| 5. Something that is exact or carefully done is ____ . | e. visualize |
| 6. When something is just right for a person or situation, it is ____ . | f. quest |
| 7. If you laugh at or say mean things to someone, you ____ him. | g. commence |
| 8. If you picture something in your mind, you ____ it. | h. anxious |

Exercise B

- | | |
|---|-------------|
| 9. When you ask about something, you ____ about it. | i. remote |
| 10. The way something feels, such as smooth or rough, is its ____ . | j. resist |
| 11. When you set something free, you ____ it. | k. inquire |
| 12. If things keep you alive or keep you going, they ____ you. | l. texture |
| 13. If you fight against something, you ____ it. | m. prior |
| 14. When something is far away from other things, it is ____ . | n. impale |
| 15. When you stab through something, you ____ it. | o. sustain |
| 16. If something happened before another thing, it happened ____ . | p. liberate |

Exercise C

- | | |
|---|---------------|
| 17. If you make a change in something, you ____ it. | q. receive |
| 18. Something a person loves to do is a(n) ____ . | r. immobilize |
| 19. When you greet or welcome people, you ____ them. | s. passion |
| 20. If there is enough of something, there is a(n) ____ amount of it. | t. estimate |
| 21. When things wear away or wash away over time, they ____ . | u. erode |
| 22. When you suffer through or put up with something, you ____ it. | v. sufficient |
| 23. If you make something unable to move, you ____ it. | w. modify |
| 24. When you make a guess about a number, size, or value, you ____ . | x. endure |

number correct: _____

Sample Indigo Level Story

The Pirates of *Treasure Island*

Many people associate pirates with buried treasure and maps marked with Xs. Yet it's not likely that most pirates hid large amounts of gold. Real pirates didn't depict hiding places with Xs on maps either. How did these ideas become part of our folklore? The answer is Robert Louis Stevenson's captivating novel *Treasure Island*.

Appropriately, *Treasure Island* began with a map of an island. Stevenson painted the map with his stepson. They made an X to show where to find buried treasure. Soon, a tale of treasure and ruthless pirates formed in Stevenson's mind. The map was an integral part of the story.

Stevenson began writing his book. He used some facts about pirates. Other ideas came from his imagination, books he read, and people he knew. One of the novel's characters is a one-legged pirate, the notorious Long John Silver. Stevenson based this character partly on a one-legged friend. To make Long John more interesting, Stevenson put a pet parrot on his shoulder.

Treasure Island became a classic. Generations of readers internalized Stevenson's image of pirates. This image made its way into other works too. Some people think it shaped perceptions of pirates more than pirate history did.

(201 words)



Indigo Level Assessment

Name _____

Exercise A

1. A group of parts that work together to do a job is a(n) ____ .
 2. If you move something from one place to another, you ____ that thing.
 3. When a problem lasts a long time or happens often, it is ____ .
 4. An example or sample that shows what something is like is a(n) ____ .
 5. When you have the skill or ability to do a certain task, you are ____ .
 6. When things are real and alive, they ____ .
 7. Something that is separate or single is ____ .
 8. When you run fast, especially for a short distance, you ____ .
- a. exist
 - b. transport
 - c. specimen
 - d. competent
 - e. sprint
 - f. chronic
 - g. mechanism
 - h. individual

Exercise B

9. A person who buys and uses products and services is a(n) ____ .
 10. A tool or other object that people made long ago is a(n) ____ .
 11. Something that is handed down from the past is a(n) ____ .
 12. If you are cautious or on guard against danger, you are ____ .
 13. When things fall down or cave in, they ____ .
 14. A paper with important information on it is a(n) ____ .
 15. Something that makes or brings in a lot of money is ____ .
 16. Someone who is silent or makes no noise is ____ .
- i. mute
 - j. legacy
 - k. lucrative
 - l. artifact
 - m. collapse
 - n. wary
 - o. consumer
 - p. document

Exercise C

17. Something that lasts forever or is meant to last forever is ____ .
 18. An action taken ahead of time to guard against mistakes is a(n) ____ .
 19. The part a person plays in a plan or action is that person's ____ .
 20. When you get something and bring it back, you ____ it.
 21. When you allow or agree to something, you ____ to that thing.
 22. When something is ____ , it is full of unwanted creatures.
 23. A count of all the people living in a certain area is a(n) ____ .
 24. When things are harsh, cruel, or hopeless, they are ____ .
- q. infested
 - r. retrieve
 - s. role
 - t. grim
 - u. precaution
 - v. census
 - w. consent
 - x. permanent

number correct: _____

Level Assessment Answer Key

Goldenrod Level Assessment

Exercise A

1. d
2. g
3. f
4. h
5. a
6. c
7. b
8. e

Exercise B

9. k
10. l
11. p
12. o
13. j
14. i
15. n
16. m

Exercise C

17. w
18. s
19. q
20. v
21. u
22. x
23. r
24. t

Indigo Level Assessment

Exercise A

1. g
2. b
3. f
4. c
5. d
6. a
7. h
8. e

Exercise B

9. o
10. l
11. j
12. n
13. m
14. p
15. k
16. i

Exercise C

17. x
18. u
19. s
20. r
21. w
22. q
23. v
24. t