

**3 Student Progress Record for Vocabulary**

Interactive features available when using Acrobat Reader:

- Type student names.
- \*Enter UI (Urgent Intervention - red), IN (Intervention - yellow), OW (On Watch - blue), AB (At/Above Benchmark - green) in the box to indicate progress.
- Use these data to form small groups for differentiated instruction.

		Student Names																				
	<b>Florida's B.E.S.T. ELA Benchmarks</b>																					
<b>Academic Vocabulary</b>																						
Use grade-level academic vocabulary appropriately in speaking and writing.	ELA.3.V.1.1																					
<b>Morphology</b>																						
Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	ELA.3.V.1.2																					
<b>Context and Connotation</b>																						
Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	ELA.3.V.1.3																					

For full understanding of each benchmark, see the benchmark clarifications and appendices provided in the [B.E.S.T. ELA Standards](#).

## \*Cut Scores

**Urgent Intervention (UI)** Evidence supports the student is at the early stages of skill acquisition. If the student scores below the 10th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then urgent intervention is needed.

**Intervention (IN)** Evidence supports the student showing an increased understanding of the skill. If the student scores between the 10th and 24th percentiles when assessing this skill using progress monitoring tools and other school-based assessment methods, then intervention is needed.

**On Watch (OW)** Evidence supports the student's ability to apply the skill consistently and independently. If the student scores between the 25th and 39th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then proceed with an on-watch approach providing intervention and/or instructional plan as needed.

**At/Above Grade Level (AB)** Evidence supports the student's ability to apply the skill consistently and independently. If the student scores at or above the 40th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then proceed with instructional plan and/or provide enrichment.

## Glossary

**Affix** - word parts that are "fixed to" either the beginnings of words (prefixes) or the endings of words (suffixes). The word *disrespectful* has two affixes, a prefix (dis-) and a suffix (-ful).

**Base word** - an English word that can stand alone and has meaning (e.g., build). Prefixes (e.g., re-) and suffixes (e.g., -ing) can be added to base words to form new words (e.g., rebuild, building).

**Connotation** - language that communicates a feeling or idea that is suggested by a word in addition to its basic meaning, or something suggested by an object or situation.

**Context** - the situation within which something exists or happens, and that can help explain it.

**Context clues** - the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning.

**Figurative language** - language that is meant to create an image, association, or other effect by going beyond the literal or everyday meaning of the words being used.

**Grade-level academic vocabulary** - consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Greek and Latin Roots** - many English words are derived from Greek and Latin roots. There are two types of roots. The first is called a "free root" or "base word". This type of root can stand alone as a meaningful word. An example is *school*. The second root type is a "bound root" or simply "root" because although it has meaning, it is not an English word on its own. It needs other affixes or roots to make it an English word. An example of a Latin root is *spect*, which means to see or observe. Adding affixes and/or other roots to *spect* results in meaningful words such as *respect*, *inspect*, *inspection*, and *perspective*. Learning the meanings of Greek and Latin roots strengthens vocabulary knowledge as well as reading comprehension.

**Morphology** - the system of word-forming elements and the processes in a language.

**Word Relationships** - the way in which two or more words are related to each other.