



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Elementary Vocabulary and Acquisition Skills Test

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Elementary LASSI Unit 1: Vocabulary and Acquisition Formative Assessment Cover Sheet

The Elementary LASSI Vocabulary and Acquisition Skills Test is an on demand performance assessment. The skills test should be administered prior to starting a LASSI unit to obtain a baseline score, and after a LASSI unit has been completed to obtain a posttest score. This data can be used to see student growth. Ideally, one additional administration of the skills test can be done during the midpoint of the LASSI instruction in order to monitor progress over time. This test will help student practice responding in an alternate assessment format.

Student Name: Teacher Name:	Date: Baseline Score	Date: Midpoint Score	Date: Posttest Score	*Decision
Skills Test 1	/ 9	/ 9	/ 9	5 or more independent correct, move to Skills Test 2
Skills Test 2	/ 7	/ 7	/ 7	4 or more independent correct, move to Skills Test 3
Skills Test 3	/ 9	/ 9	/ 9	

VOCABULARY AND ACQUISITION SKILLS TEST 1: Lexile 230

“We are going to read a story about a dog named Ezy Beeze. After we read, I will ask you some questions.” Keep the passage visible to student while administering skills test.

Ezy Breeze

[1]One afternoon, Mom discovered a puppy. [2]He was hiding behind a shed.
[3]He was afraid. [4]He was trembling and shaking. [5]Mom and I both knew we
couldn't leave him there. [6]We carried him home to live with us. [7]Mom said,
“Let's call him Jelly Bean.” [8]I started calling him Ezy Beeze instead. [9]He
gave me dog kisses. [10]I wiped my face and smiled. [11]“He's all dog!”

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

Note to Test Administrator: After reading the passage and prior to asking each question, ask student, “**Would you like me to read the sentences again before I ask you a question about them?**” Provide a reread of entire passage or specific sentences (when specified in directions) if student indicates “yes”.

1. What is Ezy Beeze? (3.RL.i2)



2. What is this story about? (3.RL.k2)



3. What does the word “*shed*” mean in this sentence? “Mom found Ezy Beeze hiding behind a shed.” (CCC: 4.RWL.i2)

**fur falls
out**



a small building



I'll read this part of the story to you. The word "afraid" is in this part. Listen for clues that tell you what the word "afraid" means.

"Ezy was afraid and he trembled. He was shaking."

4. What does the word "*afraid*" mean in this story? (CCC: 4.RWL.i2)



scared

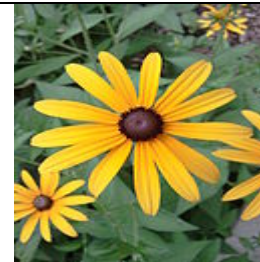


sad

5. Look at/touch/point to the picture that shows what mom wanted to name the dog. (CCCs: 5.RWL.a2)



Jelly Bean



Daisy

6. Look at/touch/point the word “and.” (CCCs: 3.RWL.h2; 4.RWL.h2)

and	he
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7. Look at/touch/point the word “he.” (CCCs: 3.RWL.h2; 4.RWL.h2)

was	he
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8. Look at/touch/point to the word “was.” (CCCs: 3.RWL.h2; 4.RWL.h2)

was	and
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9. Look at/touch/point to the word “dog.” (CCCs: 3.RWL.h2; 4.RWL.h2)

dog	cat
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If student receives 4 or fewer correct answers, stop here. If student receives 5 or more correct answers, continue to Skills Test 2.

VOCABULARY AND ACQUISITION SKILLS TEST 2: Lexile 360

“We are going to read a story about a dog named Ezy Beeze. After we read, I will ask you some questions.” Keep the passage visible to student while administering skills test.

Ezy in the Garden

[1] Somehow, Ezy managed to get into Aunt Lula’s garden. [2] There were plants in the garden. [3] Corn was growing. [4] Ezy dug a big hole. [5] He dug up the plants. [6] He nibbled on some of the corn and gnawed on the fence. [7] Mom came outside. [8] She said, “No!” [9] She was mad.

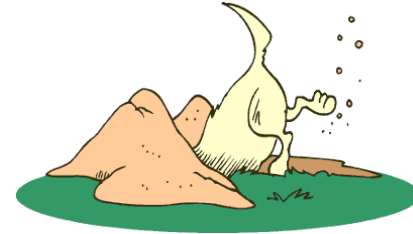
[10] Mom said “Ezy has to go away. [11] He digs big holes. [12] We cannot have a dog. [13] Aunt Lula needs her food.” [14] I felt very sad. [15] “If Ezy goes away, then I’m going away, too!” [16] I packed my clothes in my book bag. [17] I wanted to take Ezy and go very far away.

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

Note to Test Administrator: After reading the passage and prior to asking each question, ask student, “Would you like me to read the sentences again before I ask you a question about them?” Provide a reread of entire passage or specific sentences (when specified in directions) if student indicates “yes”.

1. The important message of this story is that Ezy might have to leave. Which detail best supports this message? (CCC: 4.RL.k2)

Mom said, “He digs big holes. We cannot have a dog.”





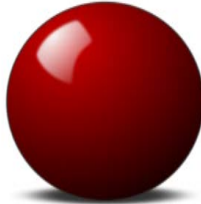
I put my clothes in my book bag.



Gardens are nice.



2. What did Ezy Beeze eat? (CCC: 3.RL.i2)

bugs	
corn	
ball	

3. What does the word “plant” mean in this sentence? (CCC: 4.RWL.i2; 5.RWL.a2)

to cover a flower’s roots with dirt and water it



a fruit, vegetable, or flower that grows out of the ground



to stand up

4. I'll read this part of the story to you. The word "garden" is in this part. Listen for clues that tell you what the word "garden" means. "One day he got in Aunt Lula's garden. She had lots of plants with corn and tomatoes." What does the word "garden" mean in this story? (CCC: 4.RWL.i.2; 5.RWL.a.2)

to pet a dog



a cowboy hat

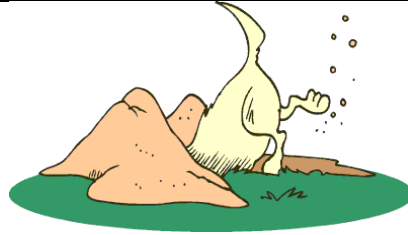


a place where plants and flowers grow



5. What did Ezy do in the garden? (3.RL.i2)

he dug a big hole






he made spaghetti



he ate carrots



6. What is the theme of this story? (CCC: 4.RL.k2)

<p>consequences</p>		
<p>running</p>		
<p>planting flowers</p>		

7. One way to read a word is to sound out each letter in the word. D-U-G. Dug. The word is dug. Now it's your turn. Which picture shows the word on this card? (CCC: 5.RWL.a2)

PLANTS



If student receives 3 or fewer correct answers, stop here. If student receives 4 or more correct answers, continue to Skills Test 3.

VOCABULARY AND ACQUISITION SKILLS TEST 3: Lexile 440

“We are going to read a story about a dog named Ezy Beeze. After we read, I will ask you some questions.” Keep the passage visible to student while administering skills test.

A Garden for Ezy

^[1]Then Aunt Lula rang the doorbell. ^[2]“I talked to my daughter,” Aunt Lula said. ^[3]I went to close the door. ^[4]“She knows dogs, and she had a wonderful idea! ^[5]She said to get a sandbox so we can make Ezy his own garden.” ^[6]“After all,” smiled Aunt Lula, “He’s all dog.”

^[7]So we got a sandbox and we put generous amounts of sand in it. ^[8]We put carrots and chew toys in it. ^[9]We put sand over the carrots and the toys. ^[10]Ezy loved his garden. ^[11]He quickly found his chew toys. ^[12]He dug up the carrots, and then he ate every one! ^[13]We laughed and said, “He’s all dog!”

^[14]Aunt Lula came for dinner, and she brought her delicious corn pudding. ^[15]I set the table with plates, and I gave each person a fork. ^[16]We all sat down to eat. ^[17]“I am thankful for Ezy,” I said sincerely. ^[18]Ezy heard his name. ^[19]He jumped and licked Aunt Lula. ^[20]He gave her a big, wet, sloppy kiss right on the lips. ^[21]Was she mad? ^[22]Aunt Lula laughed and said, “He’s all dog.” ^[23]Yep, that’s Ezy Beeze. ^[24]What can I say? ^[25] “He’s all dog.”

(After reading, teacher/administrator says, “Would you like me to read the sentences again before I ask you a question about them?”)

Note to Test Administrator: After reading the passage and prior to asking each question, ask student, “**Would you like me to read the sentences again before I ask you a question about them?**” Provide a reread of entire passage or specific sentences (when specified in directions) if student indicates “yes”.

1. The central idea of this story is Ezy is a happy dog. Which detail best supports this message? (CCC: 3.RL.k2)

Aunt Lula rang the doorbell.



Ezy loved his garden.

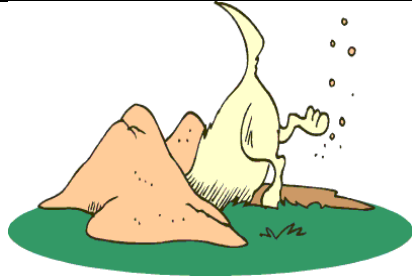


We got a sandbox.



2. What did Ezy Beeze do in his garden? (3.RL.i1)

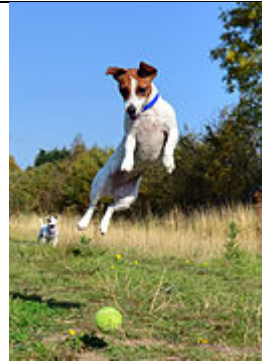
dig up plants



take a nap



jump



3. What does the word “close” mean in this sentence? “I went to close the door.” (CCC: 4.RWL.i2)

to shut something



right next to you



to go for a run



4. I'll read this part of the story to you. The word "sandbox" is in this part. Listen for clues that tell you what the word "sandbox" means. "So we got a sandbox. We put lots of sand in it. We put carrots and chew toys in it. We put sand over the carrots and the toys." What does the word "sandbox" mean in this story? (CCC: 5.RWL.a2)

a garden



a box filled with sand to play in



a sandy beach



5. What did Ezy do to Aunt Lula?(CCC: 3.RL.i2)

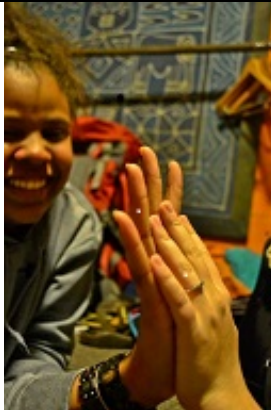
he ate her carrots



he kissed her



he gave her a high-five



6. What is the theme of this story? (CCC: 4.RL.k2)

forgiveness



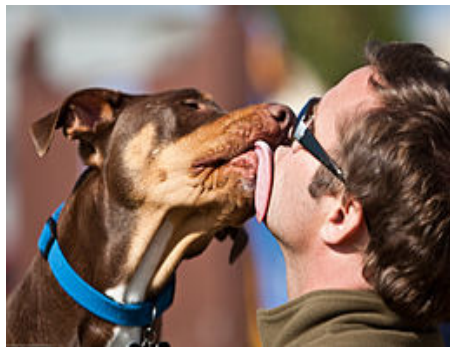
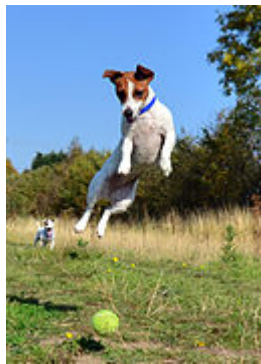
flowers



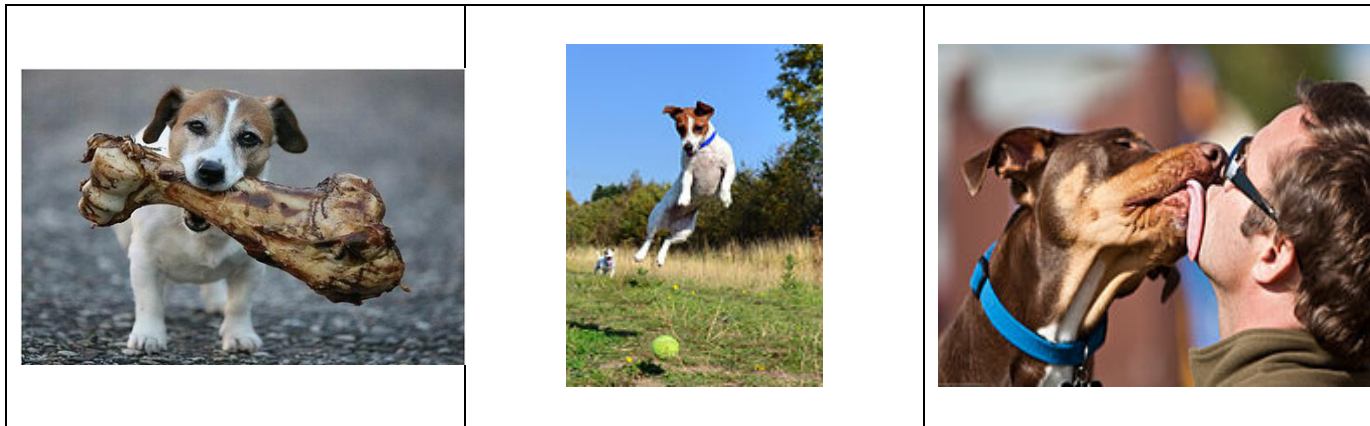
having a cat



7. Which picture shows the word jumped (CCC: 4.RWL.h2)



8. Which picture shows the word licked? (CCC: 4.RWL.h2)





9. Which picture shows the word thankful? (CCC: 4.RWL.h2)



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