**Essex ‘Match, Give, Name’ Assessment of Early Vocabulary Skills**

**Purpose**

The purpose of this skills-based assessment tool is to help to:

* Analyse the pupil’s knowledge and use of key basic concepts and vocabulary.
* Analyse the pupil’s level of learning (accuracy or fluency level).
* Inform targeted intervention to help the pupil make progress.

**Knowledge**

* **‘Match’** – the pupil can match pictures or objects for the word. This is the first skill to assess for each set of words.
* **‘Give’** – the pupil can ‘give’ pictures or objects for the word to an adult when asked e.g. “give me the ‘cat’”. This investigates their receptive (understanding of) vocabulary and requires them to use recognition memory. This is the second skill to assess.
* **‘Name’** – the pupil can ‘name’ pictures or objects for the word when an adult asks e.g. “what’s that?”. This investigates their expressive (use of) vocabulary and requires them to use recall memory (more challenging than recognition memory). This is the third skill to assess,

**What to do**

* Gather two sets (pairs) of pictures or objects for the words/concepts being assessed. Start with the simplest words first, and you could choose a few basic words from each set to assess first. The sets of words given are not in a developmental sequence.
* Ask the pupil to ‘match’ the pairs together. Give the pupil a small set of pairs if that is appropriate for their developmental level.
* Ask the pupil to ‘give’ you pictures or objects that you name in turn.
* Ask the pupil to ‘name’ the pictures or objects that you show them in turn from the set.
* Record their level of learning as you go through the activity in each corresponding box on the assessment grid.
* Choose sets of words, or add words in, that are most important to and important for the child (e.g. add pictures and names of family members or favourite foods/toys etc). The words given are just examples that are helpful for many children.

**Level of learning**

To analyse the pupil’s level of learning, the following key should be used when recording the pupil’s responses. This draws on Haring’s Hierarchy of Learning (Haring et al, 1983).

Your assessment system needs to show which items are

* **Unknown:** (x) Record any incorrect responses.
* **Accurate but not fluent:** (?) Might hesitate before responding, or self-correct, or know one day and not the next.
* **Accurate and fluent:** (√) Automatically gives the correct response in a ‘finger click quick’ way.

**Intervention**

* Provide targeted teaching that moves one tiny step at time using principles that support effective learning and memory: Distributed Practice (little and often, daily short practice sessions) and Cumulative Learning (one skill is learnt to fluency, then one more skill to learn is added which is taught alongside the previously acquired ones – new skills are always combined with the old).
* For example, within the ‘Match’ list, choose one concept/word that is unknown and focus on teaching to ‘acquisition’ level, one word/concept that is at ‘acquisition’ level and teach to ‘fluency’ level, and keep practicing all the ‘fluency’ words. Then do the same within the ‘Give’ list, and the same within the ‘Name’ list.

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| **Colours** | | | |
| **Child:** | **Class:** | **DOB:** | **w.b.:** |
| **Concepts/words** | **Match (objects or pictures)** | **Give** | **Name** |
| Red |  |  |  |
| Blue |  |  |  |
| Green |  |  |  |
| Yellow |  |  |  |
| Orange |  |  |  |
| Purple |  |  |  |
| Pink |  |  |  |
| Black |  |  |  |
| White |  |  |  |
| Brown |  |  |  |
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| **Shapes** | | | |
| **Child:** | **Class:** | **DOB:** | **w.b.:** |
| **Concepts/words** | **Match (objects or pictures)** | **Give** | **Name** |
| Circle |  |  |  |
| Square |  |  |  |
| Triangle |  |  |  |
| Rectangle |  |  |  |
| Star |  |  |  |
| Heart |  |  |  |
| Oval |  |  |  |
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| **Verbs/Nouns** | | | |
| **Child:** | **Class:** | **DOB:** | **w.b.:** |
| **Concepts/words** | **Match (objects or pictures)** | **Give** | **Name** |
| Running |  |  |  |
| Walking |  |  |  |
| Sitting |  |  |  |
| Sleeping |  |  |  |
| Drinking |  |  |  |
| Eating |  |  |  |
| Table |  |  |  |
| Chair |  |  |  |
| Cup |  |  |  |
| Pencil |  |  |  |
| Book |  |  |  |
| Car |  |  |  |
| House |  |  |  |
| Carpet |  |  |  |

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| **Animals** | | | |
| **Child:** | **Class:** | **DOB:** | **w.b.:** |
| **Concepts/words** | **Match (objects or pictures)** | **Give** | **Name** |
| Cat |  |  |  |
| Dog |  |  |  |
| Horse |  |  |  |
| Sheep |  |  |  |
| Pig |  |  |  |
| Fish |  |  |  |
| Bird |  |  |  |
| Rabbit |  |  |  |
| Snake |  |  |  |
| Elephant |  |  |  |
| Giraffe |  |  |  |
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| **Common Concepts** | | | |
| **Child:** | **Class:** | **DOB:** | **w.b.:** |
| **Concepts/words** | **Match (objects or pictures)** | **Give** | **Name** |
| In |  |  |  |
| Out |  |  |  |
| Big |  |  |  |
| Little |  |  |  |
| Happy |  |  |  |
| Sad |  |  |  |
| On |  |  |  |
| Off |  |  |  |
| Top |  |  |  |
| Bottom |  |  |  |
| First |  |  |  |
| Last |  |  |  |
| Open |  |  |  |
| closed |  |  |  |
| Noisy |  |  |  |
| Quiet |  |  |  |

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| **Common concepts** | | | |
| **Child:** | **Class:** | **DOB:** | **w.b.:** |
| **Concepts/words** | **Match (objects or pictures)** | **Give** | **Name** |
| Hot |  |  |  |
| Cold |  |  |  |
| Fast |  |  |  |
| Slow |  |  |  |
| Before |  |  |  |
| After |  |  |  |
| Hard |  |  |  |
| Soft |  |  |  |
| Full |  |  |  |
| Empty |  |  |  |
| Behind |  |  |  |
| In front |  |  |  |
| Outside |  |  |  |
| Inside |  |  |  |
| Asleep |  |  |  |
| Awake |  |  |  |