

Assessment Vocabulary

English/Language Arts – Grades 3-8

The purpose of the *Assessment Vocabulary* list is to highlight vocabulary used in assessment items that teachers can use to prepare students for ISTEP+ as well as to create classroom assessments. While this list is not inclusive of all vocabulary that may appear on the assessment, it is representative of words and phrases students may frequently encounter. Language from the academic standards (e.g., structure, theme, claim) is also used in assessment items. For a list of academic standard language, please see the Indiana Academic Standards 2014 English/Language Arts Glossary located here:

<http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf>

Key Words	Examples of Use
Best	Which sentence BEST describes the central idea of the essay?
Conclude, Conclusion	What can the reader conclude about the author’s opinion?
Contribute	How does the information in Paragraph 3 contribute to the development of ideas in the article?
Convince	Using details from the article, convince your principal to allow your class participate in the recycling program.
Describe(s)	Describe the setting and how it impacts the plot.
Detail(s)	Support your answer with details from the story.
Develop(s), Development	How does the author develop the central idea of the article?
Excerpt	How do Joe’s actions affect the other characters in the excerpt ?
Explain	Explain how the author attempts to persuade the reader to join an art club.
Illustrate(s)	Which detail BEST illustrates the size of the boat?
Impact	How does the narrator’s point of view impact the reader’s understanding of the story?
Most likely	Why does the author MOST LIKELY use the phrase “time was crawling as slow as a sloth”?
Reveal	What do the main character’s actions reveal about his point of view?
Select	Which sentences in Paragraph 2 BEST support the answer to Part A? Select TWO sentences.
Support(s)	Which detail BEST supports the answer to Part A?