

What Is Inside, and Where

25 pages: three sections and a worked example. The bands, categories and ratings in this file are never a standardized test; every count is a blank the team fills in from its own observation.

Before you begin

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Start Here — Three Steps

Ninety seconds of reading. Nothing here is a standardized test.



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Type the code key (page 6) and roster once at the start of the year, including what “known” means for this student. **Save As** per student before logging any data; the original stays blank.



2

Watch and log across the week

Pick the page that matches what you are watching for: a new word, a category count, a word association, a second meaning, or a breadth-versus-depth read — the contents page names the page for each.

None of these pages is a timed test. Log what you actually heard or saw, when you happen to see it, across normal sessions and normal days.



3

Roll up and share

Copy the month's new-word count onto the tracker (page 18) and plot the graph (page 19) once a month.

The family page (page 20) and the classroom check-in (page 21) are ready to send as soon as a log is filled — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook, and not a standardized or norm-referenced vocabulary test. It does not calculate a score, a percentile, or an age-equivalent, and it does not draw the graph for you.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a therapy program, not a fixed word list, and not an assessment battery. Nothing here decides how many words count as a milestone, what belongs in a category, or when to call a strategy successful; the team writes those in, once, and applies them the same way every time.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use **Save As**.

A student has more new words than a log row holds. Start a second copy of the page the same week and total both on the tracker.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in sheet is a student record: initials only on anything that leaves your hands, first name only on the family page and the carryover sheet. Keep the tracker, graph and quarterly summary on top of each student's logs so the trend is the first thing anyone finds.

02

Take the Data

Seven ways to watch vocabulary grow: a milestone checklist, a new-word log, a semantic-category sheet, a word-association check, a multiple-meaning check, a breadth-versus-depth rating, and a strategy log for what actually worked.

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 CHECKLIST

Vocabulary-Size Milestone Checklist

An informal, team-set way of talking about growth — never a standardized or norm-referenced vocabulary score.

STUDENT

SETTING(S) TRACKED

DATE STARTED

BAND	CHECK	SAMPLE SIZE	WORDS KNOWN	% KNOWN	TEAM'S CALL (PAGE 6)	DATE
Band 1 (About 100 words)	Check 1					
	Check 2					
	Check 3					
Band 2 (About 200 words)	Check 1					
	Check 2					
	Check 3					
Band 3 (About 500 words)	Check 1					
	Check 2					
	Check 3					

RUNNING A SPOT-CHECK

Pick 20–25 words appropriate to the band being checked, drawn from what the student hears across therapy, classroom and home. Over a session or two, note how many are known by the definition on page 6. Most of the sample known: the team may judge the band met and start spot-checking the next one. Three rows per band are provided because a band is rarely settled on one check; use as many or as few as this team actually needs. This is a rough marker for talking about growth, never a percentile, an age-equivalent, or a formal finding of any kind.

WHAT THIS CHECKLIST IS NOT

Not a standardized or norm-referenced vocabulary test, not a claim about where a student “should” be for their age or grade, and not a score that goes in an eligibility file. It is one team’s informal way of watching growth between whatever formal measures your district already uses. A blank “Check 3” row is not a missed step; a band met on the first check needs no more rows.

MOVING BETWEEN BANDS

There is no rule in this file for how many words must be known before a band counts as met — write the team’s own threshold on page 6 and apply it the same way at every check. Once a band is met, start spot-checking the next one at the team’s next natural check-in rather than waiting for a new quarter.

 TRACKER

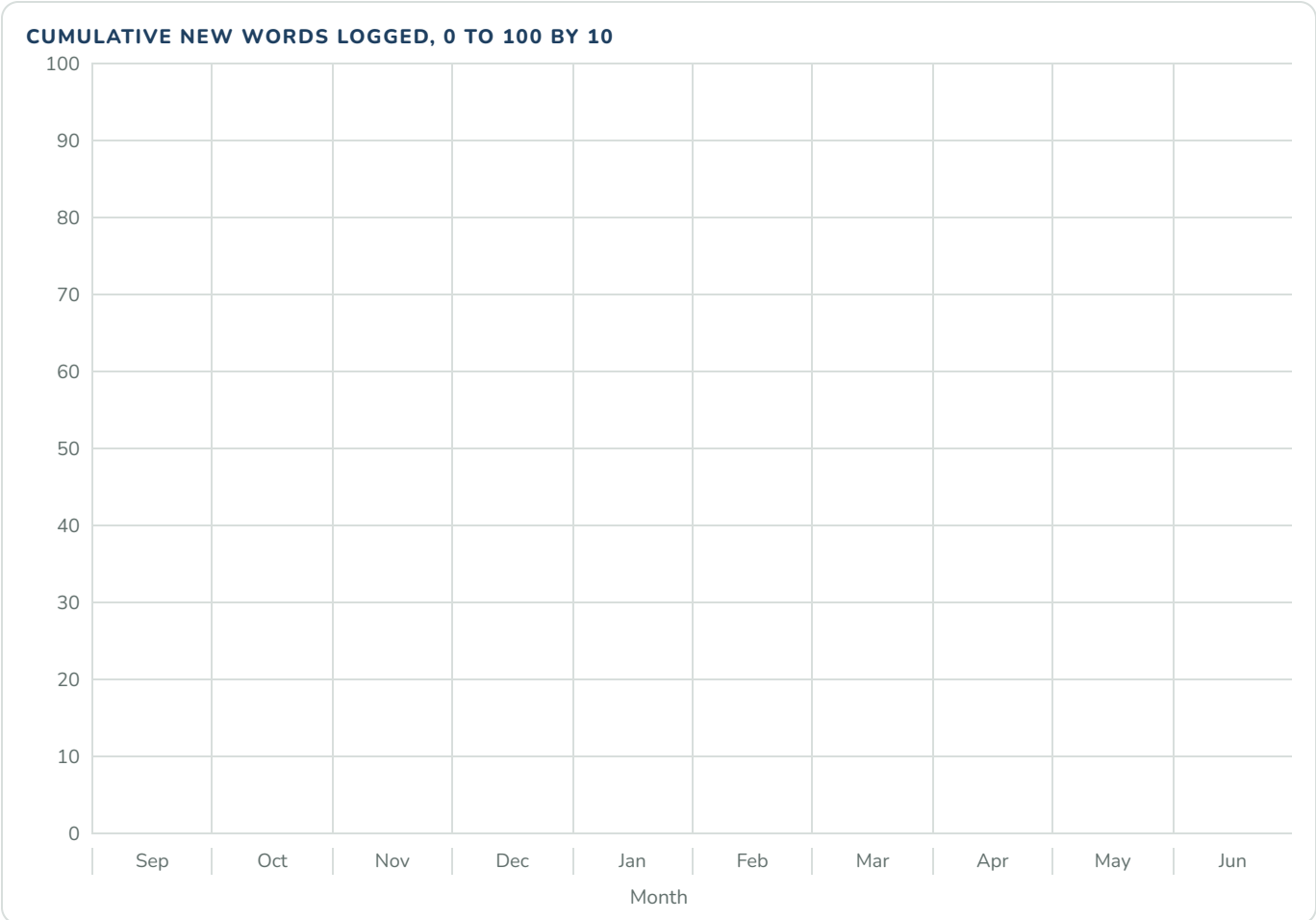
Monthly Vocabulary-Growth Graph

Plot the running total from the tracker. A slow month is common; several slow months in a row is a conversation with the team.

STUDENT

SCHOOL YEAR

WHAT'S PLOTTED: CUMULATIVE NEW WORDS



MONTH	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Cumulative										
Band status										

READING IT

The line should climb, not stay flat — a flat line for three or more months in a row across the tracker is worth a conversation about setting, strategy (page 16), or whether the current band is still the right one to watch.

SETTING AN AIM LINE

Some teams draw a light straight line from the starting count to a target count for the year, the way a criterion line works on a percent graph, and compare the actual line to it at each check-in. Others simply watch the actual line for a steady climb. Either is fine; write which one this team is using.

 **NOTES**

Family Word-Learning Suggestions

Goes home once a month, ready to send as printed or typed. No jargon, no bands or percents — the tracking pages already have those.

STUDENT	DATE	FROM

NEW WORDS WE ARE WORKING ON THIS MONTH

In plain words, no codes.

.....

.....

.....

EASY WAYS TO HELP AT HOME (TWO MINUTES A DAY)

- ☐ Name new things out loud during everyday routines (cooking, riding in the car, getting dressed).
- ☐ Repeat what your child says and add one more word to it.
- ☐ Read the same book several times in a week; new words stick better with repeated readings than with a new book every night.
- ☐ Use a new word in a few different sentences over the week, not just one.

WORDS TO LISTEN FOR THIS WEEK (SAY THEM TOGETHER)

.....

.....

.....

.....

WE NOTICED A NEW WORD (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS WE HAVE FOR THE TEAM

.....

.....

.....

QUESTIONS? BEST WAY TO REACH ME	SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT
.....	

EXAMPLE

One Student's Vocabulary Profile, Filled In

SAMPLE · INVENTED STUDENT

Lucas is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

MILESTONE CHECKLIST (P. 10) — LUCAS B., INVENTED 1ST GRADER: BAND 1 MET SEP 10, BAND 2 IN PROGRESS

BAND	SAMPLE	KNOWN	%	CALL
Band 1 (~100 words)	20	19	95%	MET
Band 2 (~200 words)	20	14	70%	IP
Band 3 (~500 words)	—	—	—	NI

NEW-WORD LOG (P. 11) — WEEK OF OCT 6: 5 NEW WORDS, 3 USED INDEPENDENTLY

WORD	WHERE	UNDERSTOOD?	INDEPENDENT?
pumpkin	classroom	Y	Y
whisper	home	Y	N
splash	community	Y	Y
gentle	therapy	N	N
backpack	classroom	Y	Y

CATEGORY SHEET (P. 12) — AVERAGE 76% ACROSS FIVE

CATEGORY	TARGET	KNOWN	%
Colors	10	8	80%
Animals	10	9	90%
Food	10	6	60%
Community Helpers	8	4	50%
Body Parts	10	10	100%

BREADTH VS. DEPTH (P. 15)

Sep: breadth 2, depth 2. Oct: breadth 3, depth 2. Breadth up one level; depth steady — new words arriving faster than they generalize yet.

ASSOCIATION (P. 13) & MULTIPLE-MEANING (P. 14): 2 OF 3 CONNECTED, 0 OF 3 HAD A SECOND MEANING

WORD	RELATED WORDS GIVEN	#	CONN.?
sleep	bed, pillow	2	Y
cold	coat, snow, shiver	3	Y
kitchen	plate	1	Not sure

WORD	MNG 1?	MNG 2?
bat	Y	N
bank	Y	N
spring	Y	N

TRACKER (P. 18) — Q1 TOTAL 26

MONTH	Sep	Oct	Nov	Dec
Cumulative	8	13	20	26

WHY THIS IS ENOUGH

Every number here came from a log the team was already keeping: the milestone call from the spot-check sample, the count from the new-word log, the category average from five simple counts. The quarterly summary is a copying job.