

Elementary Schools!

Participate in an online **science** vocabulary assessment for

Latino/a students in Grades 2-3



MELVA-S

Measuring the Language and Vocabulary Acquisition in Science of Latino/a Students



MELVA-S

Measuring the Language and Vocabulary Acquisition in Science of Latino/a Students

Online Science Vocabulary Assessment for Latino/a Students in Grades 2-3

What is the study about?

MELVA-S will develop and test an online formative assessment that measures the depth of word knowledge in science of second- and third-grade Latino/a students.

Why is it important?

To explain and discuss science phenomena, students need a deep understanding of vocabulary that is not always targeted in textbooks. MELVA-S will provide teachers a quick measure of students' understanding of science words, so they can adjust their teaching accordingly.

Project Timeline

2024-2025

- Assess students three times per year for approximately 30 minutes. Suggested dates are October, January, and April.
- Assess students with two additional measures in January. Time to complete assessments is approximately 1 hour.
- Obtain teacher feedback on the MELVA-S measure and report. Time for feedback activities is less than 1 hour.

The online MELVA-S assessment will be a useful tool because it

- is aligned to science standards and curricula,
- is efficient and cost effective, and
- will inform teachers of student vocabulary needs in science.

The district and school responsibilities are to

- facilitate distribution and collection of parent consent forms,
- assist in arranging the administration of assessments, and
- provide relevant student data.

The research team commitments are to

- provide free professional development on how to support science vocabulary development,
- provide all assessment materials used during the study, and
- share the results of the study with the district and schools using deidentified data.

To participate, please contact:

Dr. Doris Luft Baker,
Principal Investigator

doris.baker@austin.utexas.edu

Holland Kowalkowski,
Project Coordinator

hollandbriggs@utexas.edu

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A200521 to The University of Texas at Austin. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.