LEARNING-FOCUSED

Word Wall Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Organization	• Little or no attention given to organization of Word Walls. Most appear to resemble a 'Word Splash'. • Word Walls are not current and/or words are not arranged in recognizable clusters for skills, knowledge or themes. • Advance Organizers that are displayed focus primarily on the Lesson Essential Questions. Key vocabulary and/or related concepts are not evident.	• Word Walls are organized according to subjects being taught, but some are not current and should be replaced. • Word Walls are arranged based on subject, such as math, reading, writing, science or social studies, but words are not clustered according to concepts with in the subject. • Advance Organizers are displayed with some emphasis on vocabulary.	• Word Walls are meaningfully organized according to the <u>current subjects</u> being taught. • Word Walls are <u>arranged</u> in <u>obvious clusters</u> targeting <u>skills or knowledge</u>, such as steps in the writing process, and <u>themes</u>, such as different reading and writing genres. • Displayed Advance Organizers emphasize concepts and key vocabulary of the content being taught.
Word Selection and Connections	• Many words that are displayed are not grade appropriate and reflect other grade levels. • Appropriate connections are not clear or are ineffective for students to remember. • Poorly conceived or limited thought given to word choice and organization labels or categories.	• Most words displayed are grade appropriate and related to grade level curriculum. • Characteristics and categories of words and their connections are not always obvious. • Some word arrangements provide visual representations that are useful for students to make connections.	• All words displayed are grade appropriate, are critical to learning grade level curriculum, and derive from state and/or national standards. • Advance Organizers, word clusters and related graphics meaningfully highlight targeted words clearly distinguishing characteristics and categories. • Word arrangements clearly provide visual maps for students to remember intended connections and learning.
Visibility and Appearance	• Word Walls are cluttered and/or words are not visible or accessible to students. • Hanging ornaments, commercial posters and student work block visibility. • Errors in word spelling apparent or words are poorly written. • Distracting backgrounds or boarders.	• Some backgrounds or borders give Word Walls a cluttered appearance limiting the effectiveness of the organization and visibility of words. • Words are a mixed combination of lettering. Some words are computer generated using SmartArt and are not easily distinguished. • Accessibility to students is sometimes an issue. • Space used for inspirational posters could be put to a greater instructional use for words. • Word Walls are modified when space is limited.	• Word Walls are <u>clutter-free</u> and all words are clearly visible and accessible to students. • Words are large and color coded for easy identification. • Critical wall space, i.e. front of the room where instruction occurs most, is focused on content words, representations and arrangements, not on commercially made inspirational posters. • Word Walls are modified when space is limited, i.e. chart paper, flannel boards, art board, window shades.
Purpose	• Word Walls are rarely referred to during instruction and not used with students as a reference during writing assignments. • Students are not expected to maintain vocabulary notebooks or record the key vocabulary during instruction. • Word Walls are more for show/compliance. • No time for review or word play!	• Limited student involvement or investment in the creation of Word Walls other than displaying student work. • Word Walls are referred to during instruction but not emphasized for student reference during writing assignments. • Word Wall terms are expected to be recorded in student notebooks. Sometimes Word Wall games are used to review words.	• Word Walls are a highly engaging interactive tool during instruction, student assignments and systematically reviewed in word play. Words on the walls are expected to be spelled correctly in student writing. • Word Walls are systematically recorded in student notebooks and arranged for easy access. • Word Walls are constantly changing and involve students as active participants, i.e. creating visuals representations, graphic organizers.