

Vocabulary Instruction Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Word Selection	<ul style="list-style-type: none"> The teacher relies mostly on the text book for word selection and does not identify vocabulary from standards. Does not prioritize words. The teacher considers all content words important to learn, but does not plan for direct instruction. 	<ul style="list-style-type: none"> The teacher identifies vocabulary for lessons using standards and prioritizes the words, selecting only the essential words for direct instruction. The teacher includes additional terms important for students to learn. 	<ul style="list-style-type: none"> The teacher identifies vocabulary for lessons using standards-driven Learning Goals and prioritizes the words, selecting the essential and important words for direct instruction. The teacher emphasizes the 12 Most Powerful Words and other additional vocabulary important for students to learn.
Selecting a Strategy	<ul style="list-style-type: none"> The teacher selects one strategy such as the Frayer Model and uses it for all word instruction or selects a strategy with little regard for its usefulness in teaching specific words. The teacher neglects to try the strategy before using it to determine usefulness. If a strategy fails, does not try to understand what went wrong, just drops it and tries another. Does not modify a strategy for a better fit. 	<ul style="list-style-type: none"> The teacher determines which strategy to select based on the purpose of introducing new vocabulary. The teacher selects one strategy at a time and practices it with the intended vocabulary before the lesson. The teacher applies the strategy until students become adept at using it and then selects a new strategy based on another purpose such as guided practice and review. The teacher does not use the same strategy for all words or force a strategy that is not appropriate for all words, i.e. only uses the Frayer Model for concepts. 	<ul style="list-style-type: none"> The teacher's selected strategy accomplishes instructional intentions for explicitly teaching new words (4 Box Word Analysis), new concepts (Frayer Model or Word Map), guided practice (Word Pyramid or Visualize and Draw), previewing (Do I Know the Meanings of These Words or 5-3-1) or reviewing (Quick Talk or I have ... Who has...). The teacher practices a selected strategy and determines how to adapt it for students with learning differences, i.e. provide a word bank or framed definition, before the lesson. The teacher gradually but continuously adds new strategies, as students become adept at using them.
Use of Vocabulary Practices and Strategies	<ul style="list-style-type: none"> If at all, the teacher implements a strategy with little or no explanation. The teacher disregards the importance of modeling a strategy and voicing the process out loud. The teacher fails to provide adequate time for guided practice that enables all students to be successful. The teacher utilizes independent practice with little feedback to students about accuracy. The teacher fails to provide multiple experiences with new words. 	<ul style="list-style-type: none"> The teacher explains how students will use a specific strategy to help them learn new words. The teacher models the steps in the process with some thinking out loud. The teacher sometimes uses guided pairs when introducing a new strategy but most practice is of the independent nature. The teacher provides adequate time for students to learn and use a new strategy with feedback. 	<ul style="list-style-type: none"> The teacher provides precise instruction that explains the strategy and how it is used to learn new vocabulary. The teacher teaches the steps in the process for learning a strategy with extensive modeling with thinking out loud and provides feedback as students work in collaborative pairs during guided practice. The teacher provides multiple experiences for students to apply their new word knowledge, i.e. during discussions, vocabulary games, writing activities and responses to content prompts during the lesson. The teacher evaluates and builds background knowledge when needed for students with limited language skills.

Expectations for Students	<ul style="list-style-type: none"> • If at all, students are randomly asked to record new vocabulary in notebooks but accuracy is not checked. • Students record the word and the teacher's definition (or just the definition from the dictionary or other resource). • Students are not encouraged to use their notebooks as a resource during review or writing activities but are encouraged to use them as study tools before tests. 	<ul style="list-style-type: none"> • The teacher expects students to record some of the new vocabulary in notebooks. • When time permits, notebooks are randomly checked for accuracy. • The format for organizing and recording new words is constantly changing. • Students record the vocabulary with the teacher's meaning and then create a memory reference or connection that will help them remember it. • Students refer to notebooks for some writing activities. 	<ul style="list-style-type: none"> • The teacher expects students to maintain a record of new vocabulary in notebooks and checks them for accuracy weekly. • Students organize and record new words with the teacher's definition and then paraphrases the meaning in their own words and add a non-linguistic representation or memory enhancer. • Students are expected to refer to notebooks as a resource for review, all writing activities and as a study tool before tests.
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