



Vocabulary Instruction Rubric

Criteria/Rating	Not Complying	Partially Complying	Complying	Complying with Quality
<p>Word Selection</p> <p>Not enough time exists for teaching all terms to the same depth of knowledge. Therefore it is critical that teachers prioritize terms.</p>	<p>The teacher does not plan for direct instruction of vocabulary.</p>	<p>The teacher has chosen vocabulary for direct instruction, but there are too many words.</p> <p>or</p> <p>The teacher has chosen vocabulary for direct instruction, but it is based on the textbook or literature rather than standards.</p>	<p>The teacher emphasizes key unit vocabulary on Student Learning Maps.</p>	<p>The teacher emphasizes the 12 Most Powerful Words and key unit vocabulary on Student Learning Maps.</p>
<p>Selecting a Strategy</p> <p>Teachers must accurately select the correct strategy for learning terms based on the intended purpose of the lesson, avoiding forcing strategies to work and without always using the same two or three strategies.</p>	<p>No specific strategy has been selected to teach the new vocabulary.</p>	<p>The teacher has selected one strategy, such as the Frayer Model, and appears to use it for all word instruction.</p> <p>Teacher is using but has not adapted the strategy used although it would be more effective.</p>	<p>The teacher has determined which strategy to select based on the purpose of introducing new vocabulary.</p> <p>The teacher does not use the same strategy for all words or force a strategy that is not appropriate for all words.</p>	<p>The selected strategy/strategies accomplish instructional intentions for explicitly teaching the 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...).</p> <p>The teacher has practiced selected strategies and adapt them as needed for students with learning differences (i.e. provide a word bank or framed definition) before the lesson.</p>
<p>Use of Vocabulary Practices and Strategies</p> <p>Teachers need to try strategies before using them with students. Modeling, thinking aloud, and guiding practice is critical collaboration for students to be able to effectively use strategies for learning and using new terms.</p>	<p>The teacher implements the strategy with little or no explanation.</p> <p>OR</p> <p>The vocabulary is taught/discussed without a specific strategy to assist in its understanding.</p>	<p>The teacher models the strategy but does not make clear to students the thought process involved.</p> <p>The teacher rushes through or does not provide adequate time for guided practice that enables all students to be successful.</p> <p>The teacher utilizes independent practice rather than guided pairs, with little feedback to students about accuracy.</p> <p>Students have at least one additional opportunity to use the vocabulary during the lesson.</p>	<p>The teacher has practiced using the strategy with the intended vocabulary before the lesson.</p> <p>The teacher explains how students will use a specific strategy to help them learn new words.</p> <p>The teacher models the steps in the process with thinking out loud.</p> <p>The teacher uses guided pairs with feedback about accuracy.</p> <p>Students have two-three additional opportunities to use the vocabulary during the lesson.</p>	<p>The teacher provides precise instruction that explains the strategy and how it is used to learn new vocabulary.</p> <p>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.</p> <p>The teacher provides multiple experiences for student to apply their new word knowledge, i.e. during discussions, vocabulary games, writing activities and responses to content prompts during the lesson.</p>



<p>Expectations for Students</p> <p>Students organize terms using strategies taught by teachers (such as vocabulary notebooks). Students use key vocabulary correctly during writing, Extending Thinking, Summarizing, and assignments.</p>	<p>If at all, students are randomly asked to record new vocabulary in notebooks but accuracy is not checked.</p> <p>Students are not encouraged to use their notebooks as a resource during review or writing activities.</p>	<p>Students record the word and the teacher's definition (or just the definition from the dictionary or other resource).</p> <p>Students are occasionally encouraged to use their notebooks as a resource during review or writing activities.</p> <p>When time permits, notebooks are randomly checked for accuracy.</p> <p>The format for organizing and recording new words is constantly changing.</p>	<p>The teacher expects students to record the new vocabulary in notebooks.</p> <p>Students record the vocabulary with the teacher's meaning and then create a memory reference or connection that will help them remember it.</p> <p>Students refer to notebooks for review, extending thinking, summarizing, and writing activities.</p>	<p>The teacher expects students to maintain a record of new vocabulary in notebooks and checks them for accuracy weekly.</p> <p>Students organize and record new words with the teacher's meaning and then paraphrase the meaning in their own words and add a non-linguistic representation or memory enhancer.</p> <p>Students are expected to refer to notebooks as a resource for review, extending thinking, summarizing, all writing activities and as a study tool before tests.</p>
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