

## Rubric for Teacher Providing Explicit Vocabulary Instruction-5-6-14

Criteria	Thoroughly aligned to CC	Adequately aligned to CC	Partially aligned to CC	Minimally aligned to CC
<b>Explicit Instruction</b>	<p>Instructor performs all SIX of the following practices/strategies</p> <ul style="list-style-type: none"> <li>➤ Identifies Tier 2 &amp; 3 vocabulary from each lesson/unit taught</li> <li>➤ Vocabulary (Language) standard posted</li> <li>➤ Instructor provides opportunity for students to uncover word complexity and connectivity to other words and word structure using context under review and the meta-textual marker for vocabulary and/or author's craft</li> <li>➤ Generates questions that direct students to explain the meaning of words using more than one of the contexts defined in the FACADES resource and aligned to the word meaning target.</li> <li>➤ Instructor <b>consistently</b> models use of various strategies to uncover the meaning of a word that go beyond one word to other words, their connotations and denotations, and/or connectivity to words using similar word structures.</li> <li>➤ Instructor provides explicit instruction in Greek/Latin Affixes</li> </ul>	<p>Instructor performs 4-5 of the following strategies</p> <ul style="list-style-type: none"> <li>➤ Identifies Tier 2 &amp; 3 vocabulary from each lesson/unit taught</li> <li>➤ Vocabulary (Language) standard posted</li> <li>➤ Instructor provides opportunity for students to uncover word complexity and connectivity to other words and word structure using context under review and the meta-textual marker for vocabulary and/or author's craft</li> <li>➤ Generates questions that direct students to explain the meaning of words using more than one of the contexts defined in the FACADES resource and aligned to the word meaning target.</li> <li>➤ Instructor <b>frequently</b> models use of various strategies to uncover the meaning of a word that go beyond one word to other words, their connotations and denotations, and/or connectivity to words using similar word structures.</li> </ul>	<p>Instructor performs 2-3 of the following strategies</p> <ul style="list-style-type: none"> <li>➤ Identifies Tier 2 &amp; 3 vocabulary from each lesson/unit taught</li> <li>➤ Instructor provides opportunity for students to uncover word complexity and connectivity to other words and word structure using context under review and/or the meta-textual marker for vocabulary or author's craft</li> <li>➤ Generates questions that direct students to explain the meaning of words using more than one of the contexts defined in the FACADES resource and aligned to the word meaning target.</li> <li>➤ Instructor <b>mechanically/ or may not</b> model(s) use of various strategies to uncover the meaning of a word that go beyond one word to other words, their connotations and denotations, and/or connectivity to words using similar word structures.</li> </ul>	<p>Teacher's use of strategies are limited with <b>little to no modeling</b> or extension of understanding vocabulary</p> <ul style="list-style-type: none"> <li>➤ Teacher gives student the definition with no investigation on the part of the student.</li> <li>➤ Teacher refers student to a dictionary with no guidance or follow-up to discern the student's reason for the selected meaning</li> <li>➤ Instruction is overall very singular and lacks a variety of skills/strategies used in other categories outlined in this rubric</li> </ul>
<b>Resources and Strategies</b>	<ul style="list-style-type: none"> <li>➤ 80-100% of the following resources and strategies are made available to students: <ul style="list-style-type: none"> <li>○ FACADES chart</li> <li>○ CLOSE chart (emphasis on the 'C' row for vocabulary)</li> <li>○ Journals for transcribing vocabulary within context</li> <li>○ Online Vocabulary Exercises</li> <li>○ Positive and Negative continuum</li> <li>○ Word families</li> <li>○ Word Wall <ul style="list-style-type: none"> <li>▪ Words are accompanied with at least two associative components</li> </ul> </li> <li>○ Building Vocabulary Program (ELA teachers)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ 70-79% of the following resources and strategies are made available to students: <ul style="list-style-type: none"> <li>○ FACADES chart</li> <li>○ CLOSE chart (emphasis on the 'C' row for vocabulary)</li> <li>○ Journals for transcribing vocabulary within context</li> <li>○ Online Vocabulary Exercises</li> <li>○ Positive and Negative continuum</li> <li>○ Word families</li> <li>○ Word Wall <ul style="list-style-type: none"> <li>▪ Words are accompanied with at least one associative component</li> </ul> </li> <li>○ Building Vocabulary Program (ELA teachers)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ 50-69% of the following resources and strategies are made available to students: <ul style="list-style-type: none"> <li>○ FACADES chart</li> <li>○ CLOSE chart (emphasis on the 'C' row for vocabulary)</li> <li>○ Journals for transcribing vocabulary within context</li> <li>○ Online Vocabulary Exercises</li> <li>○ Positive and Negative continuum</li> <li>○ Word families</li> <li>○ Word Wall <ul style="list-style-type: none"> <li>▪ Words are accompanied with at least one associative component</li> </ul> </li> <li>○ Building Vocabulary Program (ELA teachers)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Less than 50% of the following resources and strategies are made available to students: <ul style="list-style-type: none"> <li>○ FACADES chart</li> <li>○ CLOSE chart (emphasis on the 'C' row for vocabulary)</li> <li>○ Journals for transcribing vocabulary within context</li> <li>○ Online Vocabulary Exercises</li> <li>○ Positive and Negative continuum</li> <li>○ Word families</li> <li>○ Word Wall <ul style="list-style-type: none"> <li>▪ Words are accompanied with no associative component</li> </ul> </li> <li>○ Building Vocabulary Program (ELA teachers)</li> </ul> </li> </ul>