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
Explicit Instruction	Instructor performs all SIX of the following practices/strategies ➢ Identifies Tier 2 & 3 vocabulary from each lesson/unit taught ➢ Vocabulary (Language) standard posted ➢ 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 ➢ 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. ➢ Instructor **consistently** 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. ➢ Instructor provides explicit instruction in Greek/Latin Affixes	Instructor performs 4-5 of the following strategies ➢ Identifies Tier 2 & 3 vocabulary from each lesson/unit taught ➢ Vocabulary (Language) standard posted ➢ 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 ➢ 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. ➢ Instructor **frequently** 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.	Instructor performs 2-3 of the following strategies ➢ Identifies Tier 2 & 3 vocabulary from each lesson/unit taught ➢ 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 ➢ 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. ➢ Instructor **mechanically/ or may not** 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.	Teacher's use of strategies are limited with **little to no modeling** or extension of understanding vocabulary ➢ Teacher gives student the definition with no investigation on the part of the student. ➢ Teacher refers student to a dictionary with no guidance or follow-up to discern the student's reason for the selected meaning ➢ Instruction is overall very singular and lacks a variety of skills/strategies used in other categories outlined in this rubric

Resources and Strategies	➢ 80-100% of the following resources and strategies are made available to students:
	  o FACADES chart
	  o CLOSE chart (emphasis on the 'C' row for vocabulary)
	  o Journals for transcribing vocabulary within context
	  o Online Vocabulary Exercises
	  o Positive and Negative continuum
	  o Word families
	  o Word Wall
	    ▪ Words are accompanied with at least two associative components
	  o Building Vocabulary Program (ELA teachers)
		➢ 70-79% of the following resources and strategies are made available to students:
		  o FACADES chart
		  o CLOSE chart (emphasis on the 'C' row for vocabulary)
		  o Journals for transcribing vocabulary within context
		  o Online Vocabulary Exercises
		  o Positive and Negative continuum
		  o Word families
		  o Word Wall
		    ▪ Words are accompanied with at least one associative component
		  o Building Vocabulary Program (ELA teachers)
			➢ 50-69% of the following resources and strategies are made available to students:
			  o FACADES chart
			  o CLOSE chart (emphasis on the 'C' row for vocabulary)
			  o Journals for transcribing vocabulary within context
			  o Online Vocabulary Exercises
			  o Positive and Negative continuum
			  o Word families
			  o Word Wall
			    ▪ Words are accompanied with at least one associative component
			  o Building Vocabulary Program (ELA teachers)
				➢ Less than 50% of the following resources and strategies are made available to students:
				  o FACADES chart
				  o CLOSE chart (emphasis on the 'C' row for vocabulary)
				  o Journals for transcribing vocabulary within context
				  o Online Vocabulary Exercises
				  o Positive and Negative continuum
				  o Word families
				  o Word Wall
				    ▪ Words are accompanied with no associative component
				  o Building Vocabulary Program (ELA teachers)