

**RESET Vocabulary**

## SCORING

3 Implemented  
 2+  
 2 Partially Implemented  
 2-  
 1 Not Implemented  
 NA Not Applicable

Components	Item	3 Implemented	2+	2 Partially Implemented	2-	1 Not Implemented	Score	Notes
<b>Word Instruction</b>	1	The teacher selects words for instruction based upon a specific context or shared relationship.		The teacher selects some words for instruction based upon a specific context or shared relationship, OR the relationship is not always clear.		The teacher selects words for instruction that are not based upon a specific context or shared relationship.		
	2	The teacher clearly models the correct pronunciation of all target words AND engages all students in the correct pronunciation of all target words.		The teacher clearly models the correct pronunciation of all target words but does not consistently engage all students.		The teacher does not clearly model the correct pronunciation of all target words and/or does not engage students in pronunciation.		
	3	The teacher provides student friendly definitions of target words.		The teacher provides some student friendly definitions of target words, OR more student friendly language is needed.		The teacher does not provide student friendly definitions of target words.		
	4	The teacher provides concrete, visual, or verbal examples that adequately support meaning.		The teacher provides some concrete, visual, or verbal examples that adequately support meaning, but more are needed.		The teacher does not provide concrete, visual, or verbal examples that adequately support meaning.		

	5	The teacher explicitly connects written, spoken, and semantic representations.	The teacher connects written, spoken, and semantic representations but not always explicitly.	The teacher does not connect written, spoken, and semantic representations.		
<b>Morphemic Analysis</b>	6	When words contain more than one unit of meaning, the teacher clearly explains the meaning and function of individual morphemes.	When words contain more than one unit of meaning, the teacher explains the meaning and function of individual morphemes but not clearly and/or opportunities are missed.	When words contain more than one unit of meaning, the teacher does not explain the meaning and function of individual morphemes.		
	7	The teacher clearly demonstrates and explains disassembling and reassembling meaningful word parts to derive meaning.	The teacher demonstrates and explains disassembling and reassembling meaningful word parts to derive meaning but not clearly and/or opportunities are missed.	The teacher does not demonstrate or explain disassembling and reassembling meaningful words parts to derive meaning.		
<b>Actively Engaging Students in the Development of Meaning</b>	8	The teacher provides multiple exposures to target words using a variety of methods.	The teacher provides multiple exposures to target words using a limited variety of methods.	The teacher provides limited exposure to target words.		
	9	The teacher effectively facilitates the students' ability to make connections between new words and prior knowledge.	The teacher makes connections but does not effectively facilitate student connections.	The teacher does not make or facilitate connections between new words and prior knowledge.		

	10	The teacher actively engages students in identifying associations or relationships between words.	The teacher identifies, but does not actively engage students in identifying associations or relationships between words.	The teacher does not identify associations or relationships between words.		
	11	The teacher effectively engage all students in thinking and talking about meaning and the application of meaning to context.	The teacher engages all students in thinking and talking about meaning but not the application of meaning to context.	The teacher does not engage all students in thinking and talking about meaning and the application of meaning to context.		
<b>Monitoring and Feedback</b>	12	The teacher monitors student progress by asking questions or providing tasks that require students to demonstrate understanding of meaning.	The teacher monitors student progress by asking questions or providing tasks that do not always requires students to demonstrate understanding of meaning.	The teacher does not monitor student progress by asking questions or providing tasks that require students to demonstrate understanding of meaning.		
	13	Throughout the lesson the teacher provides affirmative and corrective feedback that consistently reinforces word structure and meaning.	Throughout the lesson the teacher provides some affirmative and/or corrective feedback that reinforces word structure and meaning but more is needed.	Throughout the lesson the teacher does not provide affirmative and/or corrective feedback that reinforces word structure and meaning.		