ELL/Academic Vocabulary "Look-for" Rubric

"I Have…Who Has?"

This strategy creates teamwork and strengthens active listening in a cooperative learning structure. Students are arranged in a circle and the "I have … Who has?" cards are passed to each student. The student who begins stands at the center of the circle. This student reads the question aloud, while all students who form the circle look at their respective cards to identify the matching answer. The student who has the answer states it aloud, and switches places with the person standing in the center of the circle. The process continues.

To ensure all students are engaged, after the first round, have students pass their respective card to the right. Another variation would include having two or three small groups run simultaneously. This will allow more rounds to happen and will keep all students engaged while strengthening the vocabulary proficiency.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
"I have…Who has" task cards have no visuals or the visuals are not aligned to the unit of study	"I have…Who has" task cards have some visuals and they are aligned to the unit of study	"I have…Who has" task cards have plenty of visuals and they are aligned to the unit of study
The question-answer link is broken often and requires lots of teacher intervention and support	The question-answer link is broken sporadically and requires teacher support to help student(s)	The question-answer link is never broken and the flow is smooth at all times
Teacher utilizes traditional structure and not all students are engaged at all times	Teacher engages all students sporadically by having them pass their cards to the person on their right while the traditional structure is utilized for the rest of the time	Teacher engages all students at all times by having them pass their cards consistently to the person on their right
Teacher does not run two or three smaller groups simultaneously even when the need arises	Teacher runs two or three smaller groups simultaneously with each having a different set of cards but does not switch cards amongst groups	Teacher runs two or three smaller groups simultaneously with each having a different set of cards and periodically switches cards amongst groups for active engagement

Communication Chain

This strategy provides cooperative teamwork structured with accountable talk. It also simulates a mini-Socratic seminar. Students are placed in groups of 5 and are assigned a number (1-5).

The teacher provides the students with a list of separately colored sentence stems. The teacher begins the activity by displaying the question prompt and selects a student to begin the chain by answering the question. Once the first student provides a response, the teacher randomly calls out a student number and a colored sentence stem (1-blue, 3-yellow, etc…). The student with the corresponding number must use the colored sentence stem to continue the communication chain in direct response to the previous student's statement. The teacher should give 30 seconds per response.

Examples of question stems are: 1 – One reason why I support you…. 2 – I concur with you and here is another reason why…3 – I disagree with you and here is a reason why…4 – So to summarize the last two comments…5 – Another answer to the question could be… (This prompt starts the chain going in another direction to add multiple opinions to the discussion).

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Color-coded sentence stems elicit a closed response and do not allow for discussion to continue	Color-coded sentence stems include probing prompts that elicit detailed explanation	Color-coded sentence stems promote dialogue from multiple perspectives
Response time provided is inconsistent for the majority of the students	Response time provided is consistent for most of the students	Response time provided is consistent for all students
Wait time and response time provided to students is inconsistent for most of the rounds	Wait time and response time provided to students is consistent for most of the rounds	Wait time and response time provided to students is consistent for all the rounds
The communication chain sentence stem sequence does not link one speaker to the next	The communication chain sentence stem sequence links the speakers together some of the time	The communication chain sentence stem sequence links the speakers together strategically, eliciting a robust conversation

Traveling Jigsaw

This strategy creates a cooperative learning structure wherein students are engaged from start to finish. Students will utilize active listening and effective communication techniques while physical movement is emphasized as well. Initial setup includes numbering the tables wherein each unique number (1 – 5) designates a participant.

Students are grouped in fours or fives and are provided chart paper and markers. It is important to note that the number of students in each group must be equal to or greater than the number of posters generated. A topic of discussion or a unique vocabulary word is provided to each team and a timer is set for four minutes. Students use this time to brainstorm and generate ideas on the chart paper.

When the time is called, students with unique number 1 are grouped to the first poster; students with unique number 2 are grouped to the second poster, and so on. Within each group, there will be an expert who helped generate ideas for that poster. This expert offers insight as to the ideas generated and the rationale. All other participants will take notes and ask clarifying/ probing questions to understand further. When time is called, the group as a whole travels to the next table and continues the process.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Teacher did not plan for experts to be in each group and the travel flow is not continuous for any group	Teacher did not plan for experts to be in each group and had to rearrange certain group members during travel so there is some flow	Teacher strategically arranges the groups at the beginning so there is at least one expert in each group during travel
During the concept map creation, only a few students work interdependently within their group to gain information and become experts	During the concept map creation, most of the students work interdependently within their group to gain information and become experts	During the concept map creation, all students work interdependently within their group to gain information and become experts
Traveling expert within each group does not demonstrate any understanding of the information and is unable to clarify when additional questions are asked	Traveling expert within each group demonstrates some understanding of the information that the group has agreed upon but is unable to clarify when additional questions are asked	Traveling expert within each group demonstrates clear understanding of the information that the group has agreed upon and is able to clarify when additional questions are asked

Information Gap/Barrier Games

This strategy focuses on strengthening active listening and speaking skills using sentence stems.

Two sets of task cards are prepared — one with all the information intact and the other with missing information. Each student receives one of these cards. Students are then partnered up and designated to stand back to back. Clue receiver and clue giver sentence stems are provided to respective students. Clue giver provides details using the visuals and seeks the partner's help in identifying the missing vocabulary. Clue receiver uses sentence stems to elicit additional details and helps identify the missing information.

After the missing vocabulary is identified, both the clue giver and the clue receiver check its accuracy by using the poster provided. Students then switch roles and begin a new round.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Display poster does not include many visuals or any supporting details	Display poster includes some visuals but not many supporting details	Display poster includes many visuals and supporting details
Only a few of the words removed from the poster are aligned to the unit of study	Most of the vocabulary terms removed from poster are aligned to the unit of study	All the vocabulary terms are aligned to the unit of study
Students do not use sentence stems to aide their partner in identifying the missing information	Students use sentence stems to aide their partner in identifying the missing information	Students use sentence stems *and* additional academic vocabulary to aide their partner in identifying the missing information
Clue giver/Clue receiver student roles have not been established	Clue giver/Clue receiver student roles have been established but teacher clarification is needed at certain points	Clue giver/Clue receiver student roles have been established and function well during the entire process

Interactive Card Sort during Direct Instruction

This strategy focuses on chunking information during direct instruction and enhancing students' processing skills. Content specific vocabulary words are chosen based on the direct instruction students will receive. Visuals and definitions are included in the task cards and these are created to help students categorize them appropriately. Direct instruction may be in the form of mini video segment/lecture/PowerPoint presentation.

Students are grouped in fours, and pre-made task cards are provided to each group. After each chunk of information is presented, students are tasked with sorting the cards into the right category. During the card sort activity, students discuss and reflect on the information that was just presented via direct instruction. The next segment of information is presented and students repeat the card sort activity to process the information.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Stopping points during instruction are not utilized at any given time	Stopping points during instruction are random and do not relate to the information that needs to be processed	Stopping points during instruction are strategic and are on target with the information that needs to be processed
Teacher does not utilize any visuals on the cards	Teacher utilizes some visuals on the cards to reinforce academic vocabulary	Teacher utilizes plenty of visuals on the cards to strengthen academic vocabulary
During the card sort activity, only a few students work interdependently within their group	During the card sort activity, most of the students work interdependently within their group	During the card sort activity, all students work interdependently within their group

Snowball/Stand Up – Hand Up – Pair Up

This vocabulary game could be played as a whole class or could be played in small groups. The activity can be used to review vocabulary or content questions.

Recording sheet is provided to each student and he/she records the appropriate response to the poignant content-related question asked. Students crumple the recording sheet into a "snowball" and wait for teacher cue to throw. Students then retrieve a snowball that is not their own and read the question-answer response provided.

Students walk around when music is played and when music stops, pair up with another student. Partners take turns sharing their question-responses and discuss their answers. Sentence stems utilized would strengthen communication and foster further discussion.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
A few vocabulary words utilized are aligned to the unit of study	Most of the vocabulary words utilized are aligned to the unit of study	All the vocabulary words utilized are aligned to the unit of study
Teacher had to redirect most of the students to record their own responses on the recording sheet	Most of the students independently record their responses on the recording sheet with few students requiring teacher redirection	All students independently record their responses on the recording sheet
Wait time and response time provided to students are inconsistent for most of the rounds	Wait time and response time provided to students are consistent for most of the rounds	Wait time and response time provided to students are consistent for all rounds
During discussion, students do not utilize sentence stems	During discussion, students utilize sentence stems	During discussion, students utilize sentence stems and additional academic vocabulary from displayed anchor charts, and word walls

Numbered Heads Together

This strategy fosters teamwork, group task interdependency and competition. Students are organized into teams of four and are each provided numbers 1, 2, 3, or 4. A question or a problem is posed and students are asked to write their individual responses first. Teacher announces 'Numbered Heads Together' and students confer with one another and coach each other towards the solution. After appropriate wait time, the teacher calls out a number from 1-4 and the student with that number provides the group's answer. Students could either relay to the front of the room to write the answer on the board, or hold up a whiteboard with the answer, or send in answers using Kahoot/Google Classroom.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Only a few students independently record their responses	Most of the students independently record their responses	All students independently record their responses
During conferring, only a few students work interdependently within their group to gain information and become experts	During conferring, most of the students work interdependently within their group to gain information and become experts	During conferring, all students work interdependently within their group to gain information and become experts
None of the students within their group coach their teammates and prefer to work independently	Most of the students within their group coach teammates while a few prefer to work independently	All the students within their group support everyone's learning through coaching
Student whose number is called does not demonstrate any understanding of the information that the group has agreed upon	Student whose number is called demonstrates some understanding of the information that the group has agreed upon	Student whose number is called demonstrates clear understanding of the information that the group has agreed upon

Inside-Outside Circle

This strategy focuses on becoming vocabulary experts while oral language is strengthened. Based on the unit of study, different sets of task cards for each group are prepared. These cards include plenty of visuals along with definitions.

Students are grouped in fours and each group receives a set of task cards, which are then quickly sorted into categories. Each student then chooses one word and matching definition to complete the *Frayer Model Graphic Organizer* Pre-Planning Sheet (Definition, Characteristics, Examples, and Non-Examples).

Students are numbered as 1, 2, … Two concentric circles of students are created wherein each student faces another student. Students use their Pre-Planning Sheet to share the vocabulary word with their partner. Pairs take turns providing feedback using the sentence stems. Roles are reversed and process continues. After appropriate wait time, students forming the inner circle move one-step to the right, and the new vocabulary word(s) are shared. Repeat process for another couple of rounds, before asking students to trade their paper. By maintaining the same word for three rounds, students become experts in their word, while gaining new vocabulary and strengthening oral language fluency.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Task cards depict no use of visuals	Task cards depict a few visuals	Task cards depict plenty of visuals
Very few students complete the Pre-Planning Sheet	Most of the students complete the Pre-Planning Sheet	All students complete the Pre-Planning Sheet
During discussion, students do not utilize sentence stems	During discussion, students utilize sentence stems	During discussion, students utilize sentence stems and additional academic vocabulary from displayed anchor chart, and word walls
Teacher does not instruct students to trade words	Teacher instructs students to trade the word for each round	Teacher instructs students to use the same word for three rounds for vocabulary reinforcement before trading with their partner for a new word

Hot Seat

In this whole class vocabulary activity, one student per row is seated in the 'Hot Seat', which is situated as the last seat in each row. Vocabulary words are provided to the person seated at the Hot seat while recording sheets are provided to all students.

When the visual for a vocabulary word is projected on the screen, all participants recall the vocabulary term and write their response on the recording sheet. The person at the hot seat identifies the matching vocabulary term from the collection provided. He/she passes this vocabulary word to the person in front. If the word is agreed upon, the word continues to be passed on to the front of the row. If someone in a row disagrees with the word selection, it is passed to the back until a new word is chosen and send to the front.

Points are awarded to all teams for getting the correct answer while bonus points are provided to the first team who gets the correct answer. After each round, the correct response is projected wherein students review their own response and make changes on their recording sheet. Teacher uses this recording sheet to monitor student learning and plans for follow-up activities to support areas of need. For a new round, students move one seat to the front, thus allowing each person to get a turn being at the 'Hot Seat'.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Visuals utilized are not aligned to instructional unit of study	Most of the visuals utilized are aligned to instructional unit of study	All the visuals utilized are aligned to instructional unit of study
Wait time for processing is not provided	Wait time for processing is provided sporadically without consistency	Wait time for processing information is consistent for all rounds
Teacher does not use the recording sheet to monitor student learning	Teacher uses the recording sheet to monitor student learning but does not provide follow-up activities to support areas of need	Teacher uses the recording sheet to monitor student learning and provides follow-up activities to support areas of need
Teacher does not provide any directions to students to pause and self-check their own answers	Teacher provides directions to students to pause and self-check their own answers, but at times need to redirect students	Teacher provides explicit directions to students to pause and self-check their own answers

Fan-N-Pick/Reciprocal Learning

Fan-N-Pick is a simple strategy that can be used to review vocabulary while fostering collaboration between students. The roles in the Fan-N-Pick include - Fan the cards, Read the Question, Answer the Question, and Respond to the Answer. These roles are low level and while it promotes oral language, the strategy can be adapted to engage all students through a modified version of Reciprocal Learning.

The four roles of Reciprocal Learning include Strategic Summarizer, Word Wizard, Reading Responder and Bridge Builder. Students are grouped in fours and each student within the group assumes one of the roles. Teacher provides a short text to all students. Students are instructed to independently respond to the text during the three minutes time provided. At the teacher cue, students take turns sharing their responses. Strategic Summarizer states the main ideas and important details from the text; Word Wizard identifies two or three vocabulary words from the text and provides descriptions; Reading Responder provides text-based evidence to the question(s) provided; and the Bridge Builder provides connections to concepts already learned, connections to another text, and/or connections to the real world. At the end of each round, student switch roles and the process is applied for a new chunk of text provided by the teacher.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Student roles are not clearly defined and require extensive teacher intervention	Student roles are somewhat defined but require some teacher clarification	Student roles are explicitly defined
Very few students share equal responsibility when engaging with the text	Most of the students share equal responsibility when engaging with the text	All students share equal responsibility when engaging with the text
Teacher plans for close-ended questions that focus more on recall	Teacher plans for open-ended questions that encourage students to apply their knowledge	Teacher plans for high rigor, open-ended questions that require students to apply and extend their knowledge
Focus of Fan-N-Pick strategy is at the recall level	Focus of Fan-N-Pick strategy is at the application level	Focus of Reciprocal Learning strategy is at the application and extension level

QR Codes

Quick response (QR) codes are easy to create. By posting a QR code, teachers can lead students to information by just using their computer's or mobile device's camera. At a recall level, students can match the questions to the answers by scanning the QR codes. Engagement can be ensured by using the scavenger hunt format, wherein questions are passed at random to pairs of students. Each QR code answer links to the next question and students record their answers on the recording sheet, which the teacher can use for monitoring. Teachers can ensure rigor by having the QR provide a link to a website, an audio, video segment, or an image, which provides additional details. At this high level, students would apply the knowledge gained from this additional information when answering questions.

Low Impact (Evidences)	Intermediate Impact (Evidences)	High Impact (Evidences)
Teacher plans for close-ended questions that focus more on recall	Teacher plans for open-ended questions that encourage students to apply their knowledge	Teacher plans for high rigor, open-ended questions that require students to apply and extend their knowledge
QR Codes, when scanned, provide just an answer to the question	QR Codes, when scanned, provide a link to a website or a text which provide additional information to students	QR Codes, when scanned, link to a website, audio, video, or text that provide enriched information to students
Recording sheet is designed to capture recall of information	Recording sheet is designed to capture knowledge utilization	Recording sheet is designed to capture knowledge utilization and application