**Explicit Vocabulary Observation Collection Tool (EVOCT)**

**School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_ Class/Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of Students\_\_\_\_\_\_\_\_\_\_\_**

**Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Part of Lesson (Beg, Middle, End)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructional Goal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mark all components that are present:**

|  |  |
| --- | --- |
| **Prior to instructional routine**:  ☐ Teacher has selected key vocabulary terms that are important to understanding  lesson content and are likely to be unfamiliar to some students  ☐ Teacher provides note-taking support (e.g. guide, graphic organizer, Cornell notes, vocabulary journal, etc.) | **Comments:** |
| **Instructional Routine:**  ☐ 1. Teacher introduces the word (pronounces word and provides a visual)  ☐ 2. All students say the word  ☐ 3. Teacher breaks a multisyllabic word into syllables (writes on board, clapping,  jaw drop, tapping, etc.)  ☐ 4. Teacher directs students to say the word  ☐ 5. Teacher gives a student-friendly definition and uses a visual aid if applicable  ☐ 6. All students say the word again  ☐ 7. Teacher gives examples and non-examples (concrete, visual, gestures, etc.)  ☐ 8. Students use the word in a sentence with a partner  ☐ 9. Teacher checks for understanding by having students give examples and non-examples or engage in other activities (e.g. sorting activities, including the word in a brief writing sample, etc.) | **Comments:** |

**Reflections and Planning**

**How explicit vocabulary instruction was used effectively (I noticed…)**

**Missed opportunities/polishers/improvements (I wondered…)**

**Application (Plan to improve explicit vocabulary instruction)**