**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)**