



19. Environmental Print

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
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There is **compelling** evidence that there are targeted efforts to engage children in the development and use of environmental print.

- Environmental print is actively and purposefully used by teachers and children for a variety of purposes. Teachers use environmental print to share understanding and reflect on learning. Children are observed using and creating environmental print to label, communicate, and/or express their ideas and opinions.

There is **sufficient** evidence that there are targeted efforts to engage children in the development and use of environmental print.

- Environmental print is used by teachers and children in appropriate and meaningful ways. Teachers primarily use environmental print in the service of routines (e.g., daily calendar) and some learning activities (e.g., a KWL [Know-Want to Know-Learned] chart). Children are observed using existing environmental print, although there is somewhat less evidence that children create their own print for a variety of meaningful purposes.

There is **some** evidence that there are targeted efforts to engage children in the development and use of environmental print.

- Teachers occasionally draw children's attention to environmental print, and children are observed using existing environmental print for a variety of meaningful purposes.

There is **limited** evidence that there are targeted efforts to engage children in the development and use of environmental print.

- Although labels and signs may be present in the classroom, their utility for providing children with information is restricted and, therefore, largely ignored.

There is **minimal** evidence that there are targeted efforts to engage children in the development and use of environmental print.

- Environmental print, if present, does not appear to be used by teachers or children.

- Environmental print is integrated into classroom routines, both to facilitate participation and to develop children's print knowledge.

- Print created by teachers models print conventions, such as the correct use of upper- and lowercase letters, spelling, and spacing between words.

- Environmental print is incorporated into classroom routines and used to develop children's print knowledge, though both strategies may not be pursued simultaneously.

- The majority of print created by teachers models accepted print conventions, such as the correct use of upper- and lowercase letters, spelling, and spacing between words.

- Environmental print accompanies some routines (e.g., job chart, calendar) and may be used for some learning activities, though developing children's knowledge of print seems incidental.

- Some print displayed in the classroom may include accepted print conventions, but there appears to be a lack of attention to using teacher-created print as a model.

- Because environmental print in the classroom is less useful, teachers do not attend to it or actively use it with children.

- Print displayed does not model accepted print conventions (e.g., all capital letters) and may include spelling or grammatical errors.

- There is little or no evidence of purposeful print displayed in the classroom environment (e.g., print is displayed on a bulletin board high above children's eye level).

- Print displayed does not model accepted print conventions and, where visible, includes spelling or grammatical errors. Moreover, the quality of the writing and execution of the display lack care.