CLERC CENTER
AT GALLAUDET

Teacher Checklist: Anchor Charts

Anchor charts reflect what students are expected to know and do, preserve thinking from instruction, and serve as ongoing tools for independence. When designed with clarity, accuracy, and accessibility in mind, anchor charts reduce teacher talk and increase student ownership of learning.

Purpose & Clarity

- The chart aligns with current standards and lesson goals.
- The skill or concept is clearly defined.
- The chart answers: What are students supposed to learn from this?
- The title is specific and easy to understand.

Content Quality

- Information is accurate and grade-level appropriate.
- Key vocabulary is included and clearly defined.
- Steps/processes are listed in logical order.
- Examples are included.
- Non-examples (if helpful) are included.
- Visuals support understanding (not just decoration).

Student Engagement

- Students contributed ideas or examples.
- Student language is reflected in the chart.
- The chart was created with students (not just for them).
- Students can explain how to use the chart.
- The chart is referenced during instruction.

Design & Accessibility

- Writing is large enough to read from anywhere in the room.
- Important information is highlighted (color, bold, underlining).
- Colors are used intentionally (not overly distracting).
- Layout is organized and uncluttered.
- Visuals are simple and purposeful.
- Chart is placed at student eye level within the learning environment.
- Language is clear and concise.

Usability & Longevity

- The chart is referred to regularly.
- Students are encouraged to use it independently.
- It supports current unit learning.
- Outdated charts are removed or archived.
- A copy is available digitally or in student notebooks (if needed).

Differentiation

- Includes visuals for multilingual learners.
- Sentence stems or frames are included (if appropriate).
- Examples reflect diverse learners and experiences.
- Chart supports struggling learners without oversimplifying.

Reflection Questions

- Can students use this without teacher prompting?
- Does this chart reduce repetitive teacher explanations?
- Is it student-friendly rather than teacher-notes-heavy?
- Would a substitute understand how to use it?