

appendix a: The Sheltered Instruction Observation Protocol (SIOP®)

Observer(s): _____
 Date: _____
 Grade: _____
 ESL Level: _____

Teacher: _____
 School: _____
 Class/Topic: _____
 Lesson: Multi-day Single-day (circle one)

Total Points Possible: 120 (Subtract 4 points for each NA given: _____)

Total Points Earned: _____ Percentage Score: _____

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0–4 (or NA on selected items). Cite under "Comments" specific examples of the behaviors observed.

LESSON PREPARATION

4 3 2 1 0

<p>1. Content objectives clearly defined, displayed and reviewed with students</p>	<p>Content objectives for students implied</p>	<p>No clearly defined content objectives for students</p>
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Comments:

4 3 2 1 0

<p>2. Language objectives clearly defined, displayed and reviewed with students</p>	<p>Language objectives for students implied</p>	<p>No clearly defined language objectives for students</p>
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Comments:

4 3 2 1 0

<p>3. Content concepts appropriate for age and educational background level of students</p>	<p>Content concepts somewhat appropriate for age and educational background level of students</p>	<p>Content concepts inappropriate for age and educational background level of students</p>
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Comments:

4 3 2 1 0

<p>4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)</p>	<p>Some use of supplementary materials</p>	<p>No use of supplementary materials</p>
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Comments:

(Echevarria, Vogt, & Short, 2000; 2004; 2008)

	4	3	2	1	0	NA
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency				Some adaptation of content to all levels of student proficiency		No significant adaptation of content to all levels of student proficiency

Comments:

	4	3	2	1	0	NA
6. Meaningful activities that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking				Meaningful activities that integrate lesson concepts but provide few language practice opportunities for reading, writing, listening, and/or speaking		No meaningful activities that integrate lesson concepts with language practice

Comments:

BUILDING BACKGROUND

	4	3	2	1	0	NA
7. Concepts explicitly linked to students' background experiences				Concepts loosely linked to students' background experiences		Concepts not explicitly linked to students' background experiences

Comments:

	4	3	2	1	0	NA
8. Links explicitly made between past learning and new concepts				Few links made between past learning and new concepts		No links made between past learning and new concepts

Comments:

	4	3	2	1	0	NA
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)				Key vocabulary introduced, but not emphasized		Key vocabulary not introduced or emphasized

Comments:

COMPREHENSIBLE INPUT

	4	3	2	1	0
10. Speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for beginners)					
			Speech sometimes inappropriate for students' proficiency levels		
					Speech inappropriate for students' proficiency levels

Comments:

	4	3	2	1	0
11. Clear explanation of academic tasks					
			Unclear explanation of academic tasks		
					No explanation of academic tasks

Comments:

	4	3	2	1	0
12. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)					
			Some techniques used to make content concepts clear		
					No techniques used to make concepts clear

Comments:

STRATEGIES

	4	3	2	1	0
13. Ample opportunities provided for students to use learning strategies					
			Inadequate opportunities provided for students to use learning strategies		
					No opportunity provided for students to use learning strategies

Comments:

	4	3	2	1	0
14. Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think-alouds)					
			Scaffolding techniques occasionally used		
					Scaffolding techniques not used

Comments:

	4	3	2	1	0
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)					
			Infrequent questions or tasks that promote higher-order thinking skills		No questions or tasks that promote higher-order thinking skills

Comments:

INTERACTION

	4	3	2	1	0
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts					
			Interaction mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts		Interaction teacher-dominated with no opportunities for students to discuss lesson concepts

Comments:

	4	3	2	1	0
17. Grouping configurations support language and content objectives of the lesson					
			Grouping configurations unevenly support the language and content objectives		Grouping configurations do not support the language and content objectives

Comments: T

	4	3	2	1	0
18. Sufficient wait time for student responses consistently provided					
			Sufficient wait time for student responses occasionally provided		Sufficient wait time for student responses not provided

Comments:

	4	3	2	1	0	NA
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text						
			Some opportunities for students to clarify key concepts in L1		No opportunities for students to clarify key concepts in L1	

Comments:

PRACTICE/APPLICATION

4 3 2 1 0 NA

<p>20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge</p>	<p>Few hands-on materials and/or manipulatives provided for students to practice using new content knowledge</p>	<p>No hands-on materials and/or manipulatives provided for students to practice using new content knowledge</p>
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Comments:

4 3 2 1 0 NA

<p>21. Activities provided for students to apply content and language knowledge in the classroom</p>	<p>Activities provided for students to apply either content or language knowledge in the classroom</p>	<p>No activities provided for students to apply content and language knowledge in the classroom</p>
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Comments:

4 3 2 1 0

<p>22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)</p>	<p>Activities integrate some language skills</p>	<p>Activities do not integrate language skills</p>
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Comments:

LESSON DELIVERY

4 3 2 1 0

<p>23. Content objectives clearly supported by lesson delivery</p>	<p>Content objectives somewhat supported by lesson delivery</p>	<p>Content objectives not supported by lesson delivery</p>
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Comments:

4 3 2 1 0

<p>24. Language objectives clearly supported by lesson delivery</p>	<p>Language objectives somewhat supported by lesson delivery</p>	<p>Language objectives not supported by lesson delivery</p>
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Comments:

	4	3	2	1	0
25. Students engaged approximately 90% to 100% of the period				Students engaged approximately 70% of the period	Students engaged less than 50% of the period

Comments:

	4	3	2	1	0
26. Pacing of the lesson appropriate to students' ability levels				Pacing generally appropriate, but at times too fast or too slow	Pacing inappropriate to students' ability levels

Comments:

REVIEW/ASSESSMENT

	4	3	2	1	0
27. Comprehensive review of key vocabulary				Uneven review of key vocabulary	No review of key vocabulary

Comments:

	4	3	2	1	0
28. Comprehensive review of key content concepts				Uneven review of key content concepts	No review of key content concepts

Comments:

	4	3	2	1	0
29. Regular feedback provided to students on their output (e.g., language, content, work)				Inconsistent feedback provided to students on their output	No feedback provided to students on their output

Comments:

	4	3	2	1	0
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson				Assessment of student comprehension and learning of some lesson objectives	No assessment of student comprehension and learning of lesson objectives

Comments:

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