

Appendix A SIOP (Sheltered Instruction Observation Protocol)

Observer(s): _____ Teacher: _____
 Date: _____ School: _____
 Grade: _____ Class/Topic: _____
 ESL Level: _____ 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 SIOP 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
1. Content objectives clearly defined, displayed and reviewed with students		Content objectives for students implied		No clearly defined content objectives for students

Comments:

4	3	2	1	0
2. Language objectives clearly defined, displayed and reviewed with students		Language objectives for students implied		No clearly defined language objectives for students

Comments:

4	3	2	1	0
3. Content concepts appropriate for age and educational background level of students		Content concepts somewhat appropriate for age and educational background level of students		Content concepts inappropriate for age and educational background level of students

Comments:

(Echevarría, Vogt, & Short, 2000, 2004, 2008, 2013, 2017)

4	3	2	1	0
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)		Some use of supplementary materials		No use of supplementary materials

Comments:

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
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
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
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:

APPENDIX A

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:

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

Comments:

	4	3	2	1	0	NA
21. Activities provided for students to apply content and language knowledge in the classroom			Activities provided for students to apply either content or language knowledge in the classroom		No activities provided for students to apply content and language knowledge in the classroom	

Comments:

APPENDIX A

4	3	2	1	0
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)		Activities integrate some language skills		Activities do not integrate language skills

Comments:

■ Lesson Delivery

4	3	2	1	0
23. Content objectives clearly supported by lesson delivery		Content objectives somewhat supported by lesson delivery		Content objectives not supported by lesson delivery

Comments:

4	3	2	1	0
24. Language objectives clearly supported by lesson delivery		Language objectives somewhat supported by lesson delivery		Language objectives not supported by lesson delivery

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:

(Reproduction of this material is restricted to use with Echevarría, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP[®] Model*.)

SIOP (Sheltered Instruction Observation Protocol)

(Echevarria, Vogt, & Short, 2000, 2004, 2008, 2013, 2017)

Observer(s): _____ School: _____
 Date: _____ Teacher: _____
 Grade: _____ Class/Topic: _____
 ESL Level: _____ 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 SIOP lesson. You may give a score from 0–4 (or NA on selected items). Cite under “Comments” specific examples of the behaviors observed.

	Highly Evident	Somewhat Evident	Not Evident		
	4	3	2	1	0
Lesson Preparation					
1. Content objectives clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Language objectives clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Content concepts appropriate for age and educational background level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>					NA
Building Background					
7. Concepts explicitly linked to students’ background experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Links explicitly made between past learning and new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>					NA
Comprehensible Input					
10. Speech appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Clear explanation of academic tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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12. A variety of **techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Comments:

Strategies 4 3 2 1 0

13. Ample opportunities provided for students to use **learning strategies**
14. **Scaffolding techniques** consistently used assisting and supporting student understanding (e.g., think-alouds)
15. A variety of **questions or tasks that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions)

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
17. **Grouping configurations** support language and content objectives of the lesson
18. Sufficient **wait time for student responses** consistently provided NA
19. Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text

Comments:

Practice & Application 4 3 2 1 0 NA

20. **Hands-on materials and/or manipulatives** provided for students to practice using new content knowledge NA
21. Activities provided for students to **apply content and language knowledge** in the classroom
22. Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking)

Comments:

Lesson Delivery 4 3 2 1 0

23. **Content objectives** clearly supported by lesson delivery
24. **Language objectives** clearly supported by lesson delivery
25. **Students engaged** approximately 90% to 100% of the period
26. **Pacing** of the lesson appropriate to students' ability level

Comments:

APPENDIX A

Review & Assessment	4	3	2	1	0
27. Comprehensive review of key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Comprehensive review of key content concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Regular feedback provided to students on their output (e.g., language, content, work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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