

Appendix A

SIOP (Sheltered Instruction Observation Protocol)

Observer(s): _____ Teacher: _____
 Date: _____ School: _____
 Grade: _____ Class/Topic: _____
 ESL Level: _____ Lesson: Choose One: _____

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

Total Points Earned: _____

Percentage Score: _____

Directions: Choose 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:

The teacher highlighted the content clearly and stated what we were expected to cover

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:

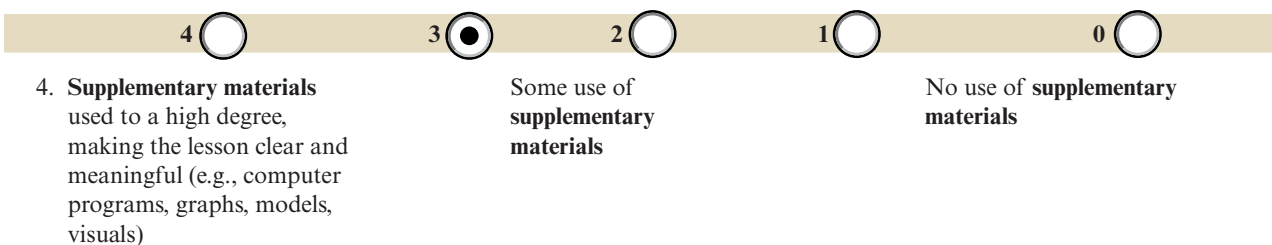
The language used was clear to me and I understood all the objectives

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:

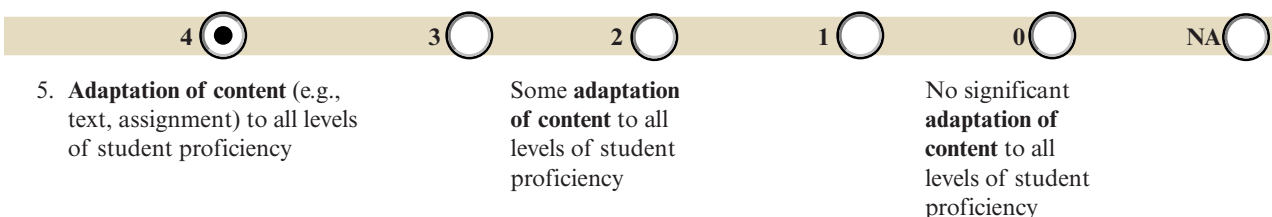
The content concepts were clear and appropriate for age and educational background.

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



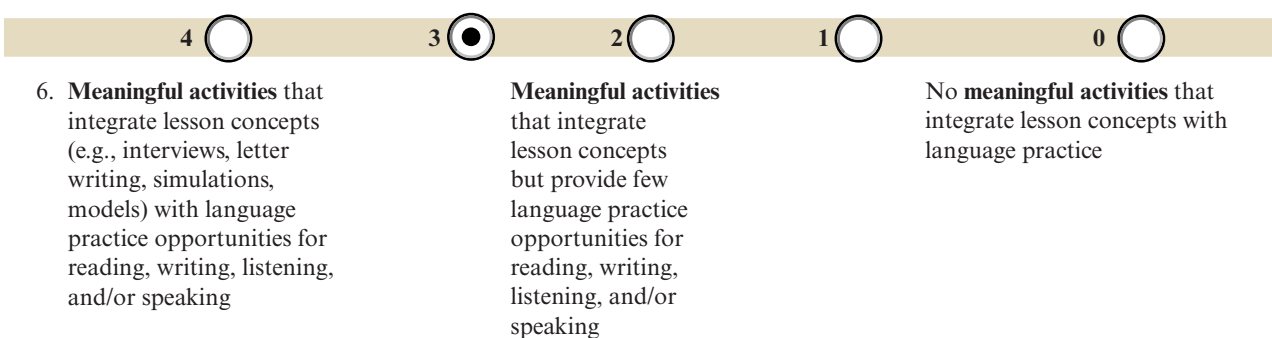
Comments:

I have not observed all the supplementary materials, and so, I cannot make a general observation on this



Comments:

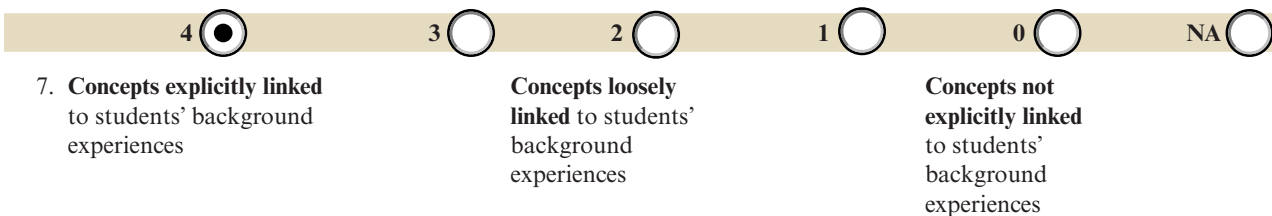
There is effective adaptation of content to student's level of proficiency



Comments:

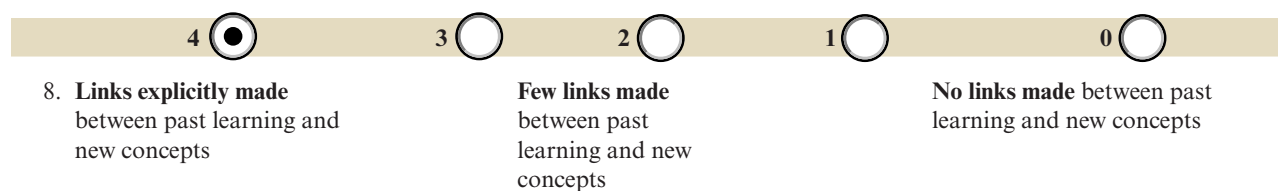
Even though we have been engaged in different activities, but we have not exhausted all the things listed above

■ Building Background

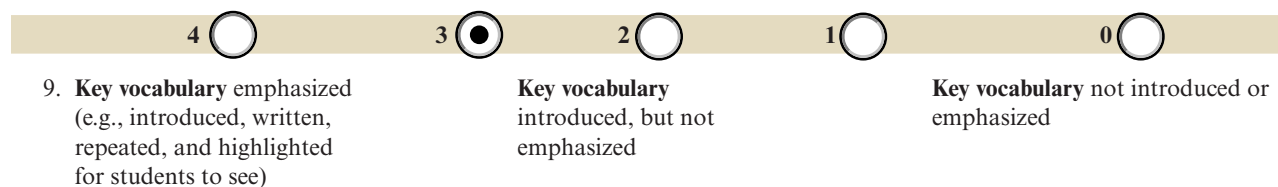


Comments:

I believe that the concepts are linked to students' background experience

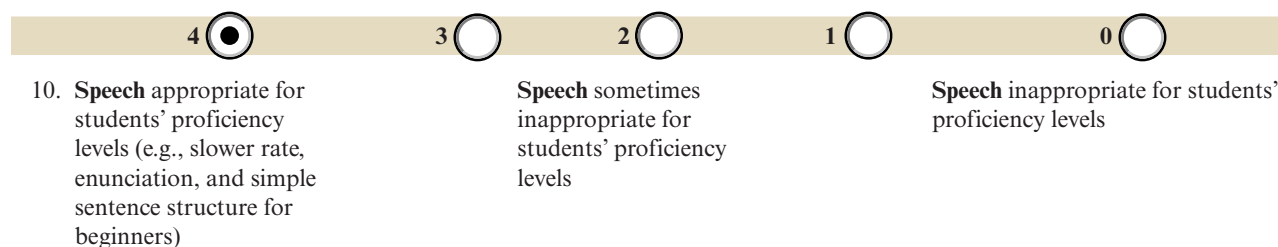


Comments: I believe that there has been minimal link made between past and current learning experiences

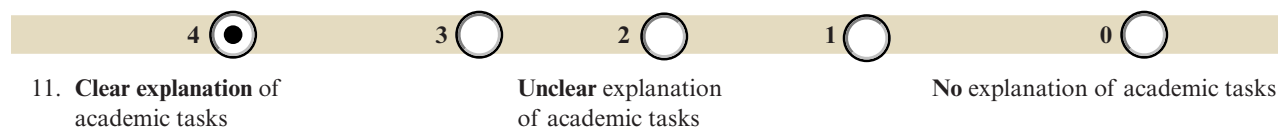


Comments: Vocabularies are introduced but not emphasizes; meaning that they are not fully explained

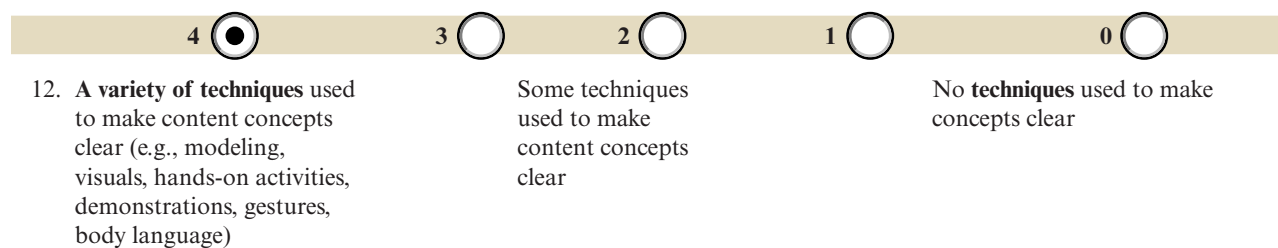
■ Comprehensible Input



Comments: Simple sentences are mainly used, but sometimes the teacher integrates vocabularies that require further research

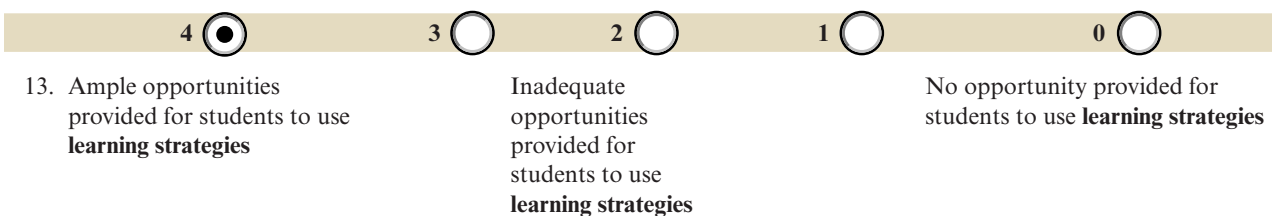


Comments: There is clear explanation of tasks as one can easily understand the concepts without inquiring further explanations

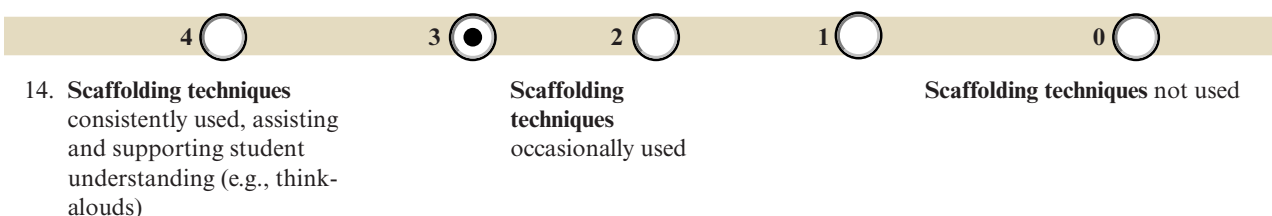


Comments: Variety of techniques were used including gestures, body language, and demonstrations

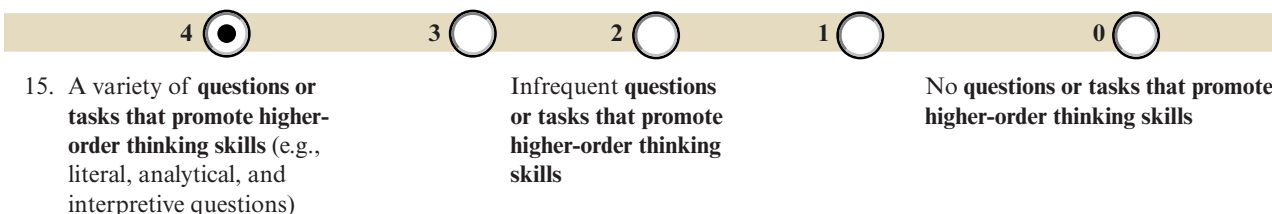
Strategies



Comments: All students are given the same opportunity to use learning strategies

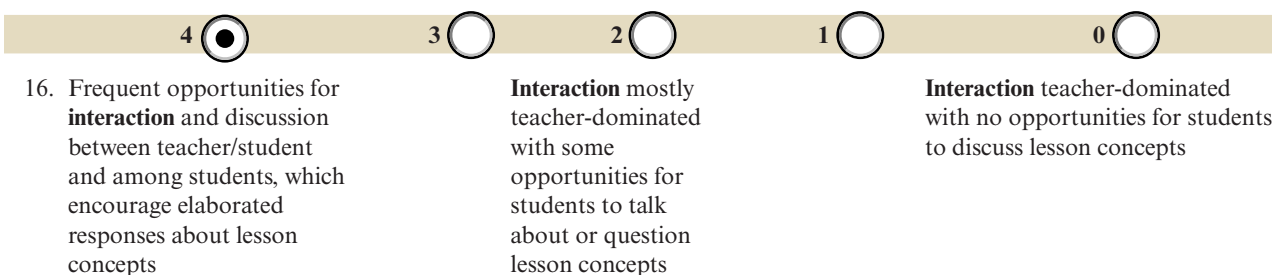


Comments: Scaffolding techniques are occasionally used

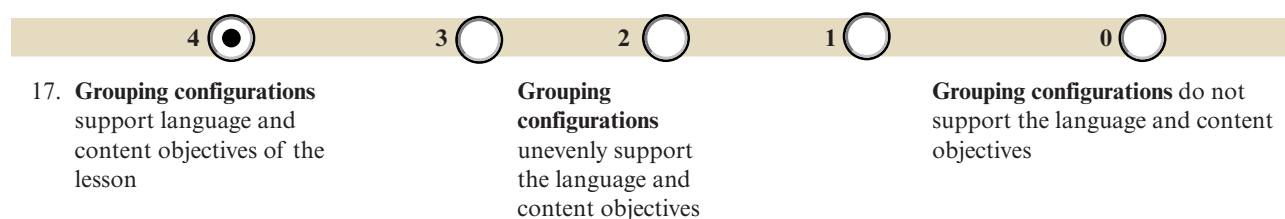


Comments: The teacher provided learners with opportunity to make their points and ask questions

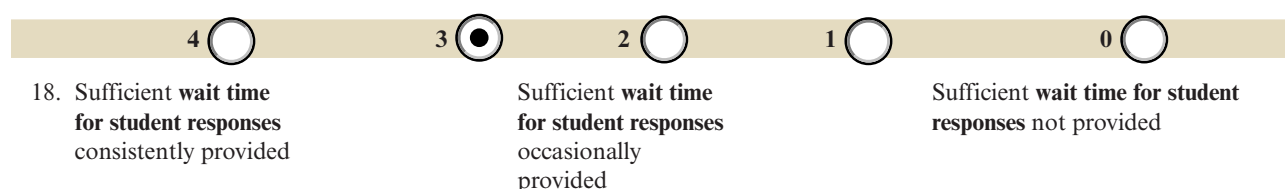
Interaction



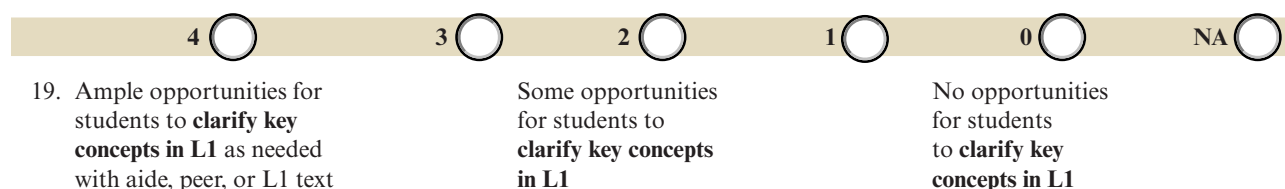
Comments: The interaction time is sufficient and every learner can get time to seek clarifications



Comments: Class group discussions are configured with the content objectives of the lesson, especially through the weekly discussion

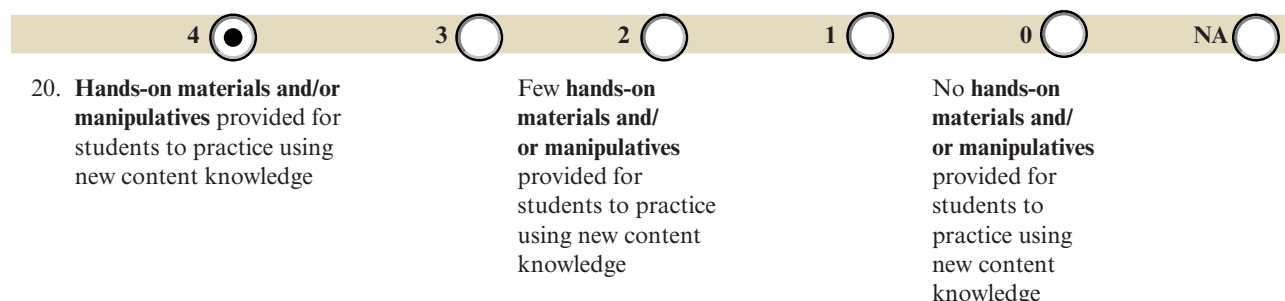


Comments: Students are occasionally provided with the sufficient time to make their response

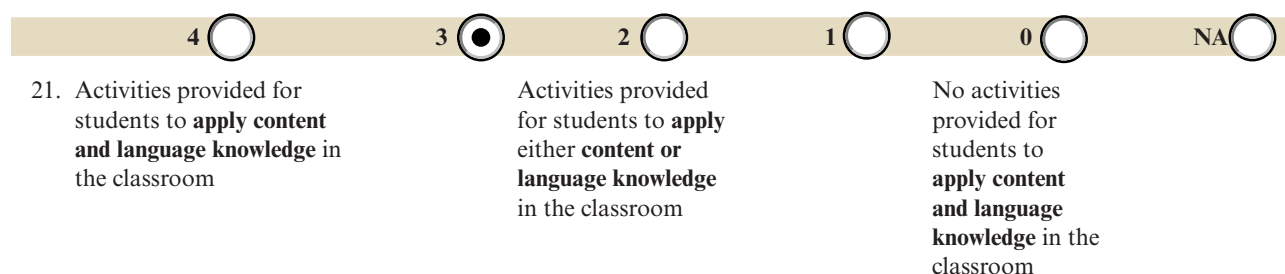


Comments:

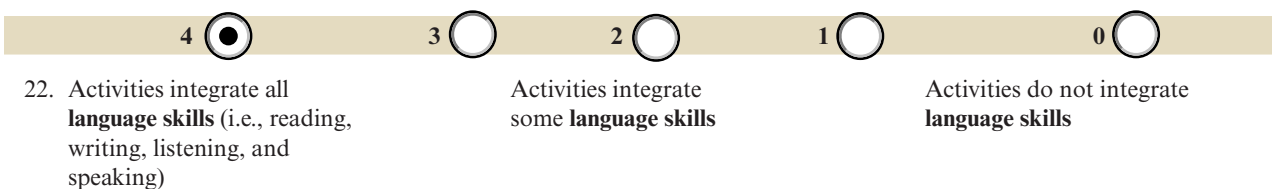
Practice & Application



Comments: Even though the time may not be enough, I believe that the time given to students is enough

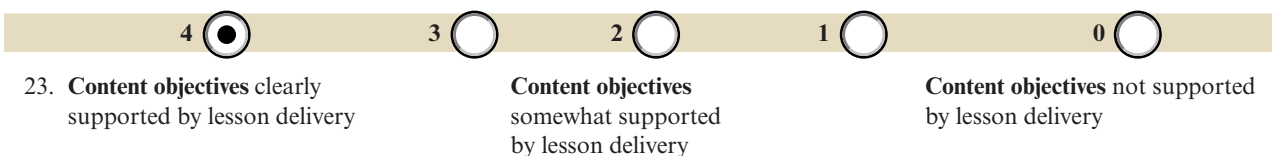


Comments: There are few classroom activities to engage learners in applying what they have learned

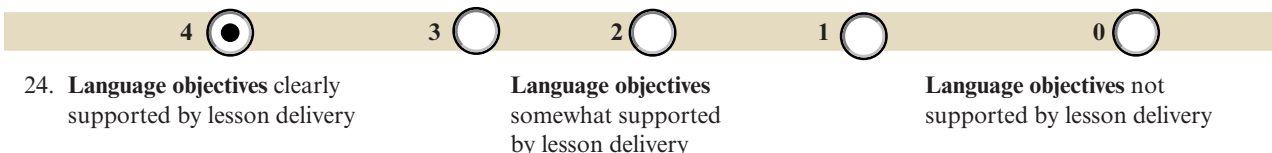


Comments: The teacher effectively integrates all the language skills in teaching

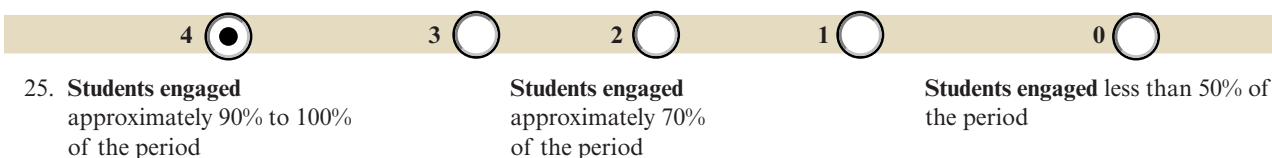
Lesson Delivery



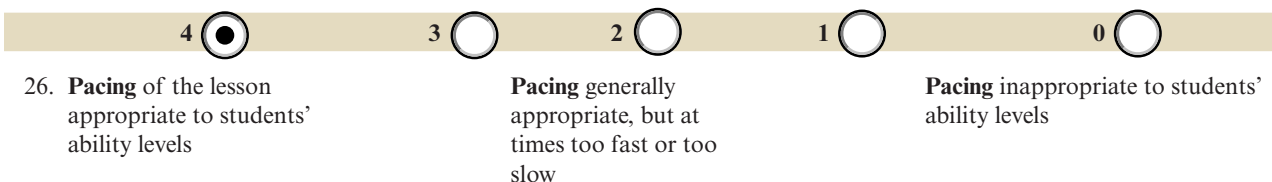
Comments: Content objectives are clearly supported by lesson delivery



Comments: Language objectives are also clearly supported by lesson delivery

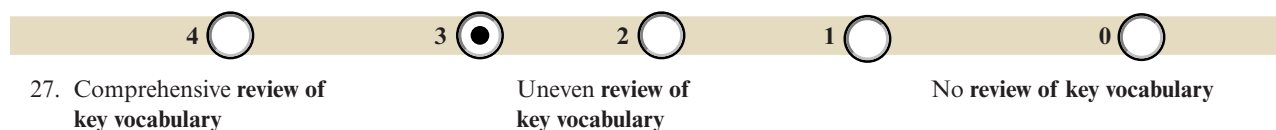


Comments: Students are mainly engaged during the lesson



Comments: Given that everyone has the capability of learning the content, I can say that the lesson is appropriate for learners' abilities

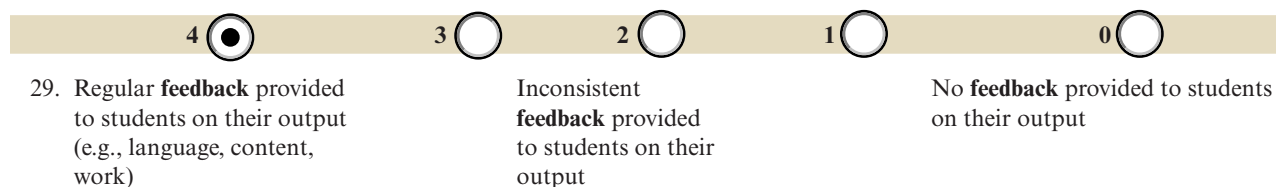
Review & Assessment



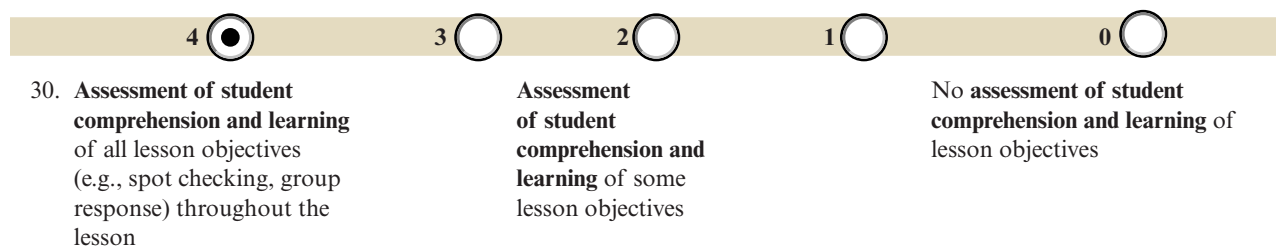
Comments: There are certain reviews that students miss, so there is no even review of the vocabulary.



Comments: Not all the contents learned are reviewed



Comments: All students get their feedback whenever they are assessed



Comments: After every topic, there is an assessment that students engage in

(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)**

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

Observer(s): _____

Date: _____

Grade: _____

ESL Level: _____

School: _____

Teacher: _____

Class/Topic: _____

Lesson: Choose One: _____

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

Total Points Earned: _____ Percentage Score: _____

Directions: Choose 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

	Highly Evident	Somewhat Evident	Not Evident	
	4	3	2	1 0
1. Content objectives clearly defined, displayed, and reviewed with students	☒	☐	☐	☐
2. Language objectives clearly defined, displayed, and reviewed with students	☒	☐	☐	☐
3. Content concepts appropriate for age and educational background level of students	☒	☐	☐	☐
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☐	☒	☐	☐
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	☒	☐	☐	☐
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	☒	☐	☐	☐

Comments:

Building Background

	4	3	2	1	0	NA
7. Concepts explicitly linked to students' background experiences	☒	☐	☐	☐	☐	☐
8. Links explicitly made between past learning and new concepts	☐	☒	☐	☐	☐	
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	☐	☒	☐	☐	☐	

Comments:

Comprehensible Input

	4	3	2	1	0
10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☒	☐	☐	☐	☐
11. Clear explanation of academic tasks	☒	☐	☐	☐	☐

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

☒	☐	☐	☐	☐
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Comments:

Strategies

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)

4	3	2	1	0
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐

Comments:

Interaction

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
19. Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text

4	3	2	1	0	
☒	☐	☐	☐	☐	
☒	☐	☐	☐	☐	
☒	☐	☐	☐	☐	NA
☒	☐	☐	☐	☐	☐

Comments:

Practice & Application

20. **Hands-on materials and/or manipulatives** provided for students to practice using new content knowledge
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)

4	3	2	1	0	NA
☒	☐	☐	☐	☐	☐
☐	☒	☐	☐	☐	☐
☒	☐	☐	☐	☐	

Comments:

Lesson Delivery

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

4	3	2	1	0
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐

Comments:

Review & Assessment

27. Comprehensive **review of key vocabulary**
28. Comprehensive **review of key content concepts**
29. Regular **feedback** provided to students on their output
(e.g., language, content, work)
30. **Assessment of student comprehension and learning** of all lesson
objectives (e.g., spot checking, group response) throughout the
lesson

Comments:

4	3	2	1	0
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐

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