

The Sheltered Instruction Observation Protocol (SIOP®)

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

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 sheltered 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	3	Somewhat Evident	2	1	Not Evident	0	
Preparation	4							
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)	☐	☐	☐	☐	☐	☐		
Comments:								
Strategies	4	3	2	1	0			
13. Ample opportunities provided for students to use learning strategies	☐	☐	☐	☐	☐	☐		

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

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	
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)	☐	☐	☐	☐	☐	
<i>Comments:</i>						
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	☐	☐	☐	☐	☐	☐
<i>Comments:</i>						
Practice/Application	4	3	2	1	0	NA
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	☐	☐	☐	☐	☐	NA
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	☐	☐	☐	☐	☐	☐
<i>Comments:</i>						
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	☐	☐	☐	☐	☐	
<i>Comments:</i>						
Review/Assessment	4	3	2	1	0	
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	☐	☐	☐	☐	☐	
<i>Comments:</i>						

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