## The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

	Observer:	reacher:					
	Date:	School:					
	Grade:	Class/Topic	:				
	ESL Level:	Lesson: (ch	neck one)	☐ Multid	lay [	Single-da	ау
Dire	ections: Check the box that best reflects what you observ	e in a shelt	ered less	on. You m	ay give	a score fro	m 0-4
(or	NA on selected items). Cite under Comments specific exa	imples of th	ne behavi	ors observ	ed.		
		Highly	S	omewhat		Not	
		Evident		Evident		Evident	
	Lesson Preparation	4	3	2	1	0	NA
1.	<b>Content objectives</b> clearly defined, displayed, and reviewed with students						
2.	<b>Language objectives</b> clearly defined, displayed, and reviewed with students						
3.	<b>Content concepts</b> appropriate for age and educational background level of students						
4.	<b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)						
5.	<b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency						
6. Con	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 mments:						
7.	Building Background  Concepts explicitly linked to students' background  experiences	<b>4</b>	3	<b>2</b> □		<b>0</b> □	NA
8.	Links explicitly made between past learning and new concepts						
9. Con	<b>Key vocabulary</b> emphasized (e.g., introduced, written, repeated, and highlighted for students to see) nments:						
COII	menes.						
10.	Comprehensible Input Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for	<b>4</b>	<b>3</b>	<b>2</b> □	<b>1</b>	<b>0</b>	NA
11	beginners)						
	Clear explanation of academic tasks  A variety of techniques used to make content concepts clear						
12.	(e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)						
Con	nments:						
	Strategies	4	3	2	1	0	NA
13.	Ample opportunities provided for students to use <b>learning</b> 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	NA			
16.	Frequent opportunities for <b>interaction</b> and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts									
17.	<b>Grouping configurations</b> support language and content objectives of the lesson									
18.	Sufficient wait time for student responses consistently provided									
	Ample opportunities for students to <b>clarify key concepts in L1</b> as needed with aide, peer, or L1 text nments:									
	Practice and 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									
22.	Activities integrate all language skills (i.e., reading, writing,									
Cor	listening, and speaking) mments:									
	Lesson Delivery	4	3	2	1	0	NA			
	Content objectives clearly supported by lesson delivery  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									
Cor	nments:									
	Review and Assessment	4	3	2	1	0	NA			
	Comprehensive review of key vocabulary									
	Comprehensive <b>review of key content concepts</b> Regular <b>feedback</b> provided to students on their output (e.g.,									
23.	language, content, work)									
	Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson									
Comments:										
Total Points Possible: 120 (Subtract 4 for each NA given)										
	Total Points Earned:	Percentag	ge Score:							