

appendix c: The SIOP® Checklist

The Sheltered Instruction Observation Protocol (SIOP®)
(Echevarria, Vogt, & Short, 2008)

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

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

Preparation

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 (computer programs, graphs, visuals)
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency
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

Comments:

Building Background

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

10. Speech appropriate for students' proficiency levels (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:

<i>Highly Evident</i>	<i>Somewhat Evident</i>	<i>Not Evident</i>

Highly Evident *Somewhat Evident* *Not Evident*

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)

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

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)

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 the students' ability level

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:

<i>Highly Evident</i>	<i>Somewhat Evident</i>	<i>Not Evident</i>