

Sheltered Instruction Observation Protocol (SIOP) Lesson Checklist

SP2021

Observer: _____

School: _____

Date: _____

Teacher: _____

Grade: _____

Content: _____

Total points earned: _____ Total points possible (68 for S2; 120 for S3 and S4) _____

Highly Evident	Somewhat Evident	Not Evident
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Lesson Preparation (Complete for all students)	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:

Build Background (Complete for all students)	4	3	2	1	0
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 (Complete for Semester 3 and 4 students only)	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 (Complete for Semester 3 and 4 students only)	4	3	2	1	0
13. Ample opportunities provided for students to use learning strategies .					
14. Scaffolding techniques consistently used to assist and support 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 (Complete for all students)	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.					
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer or L1 text.					

Comments:

Practice and Application (Complete for Semester 3 and 4 students only)	4	3	2	1	0
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 (Complete for Semester 3 and 4 students only)	4	3	2	1	0
23. Content objectives clearly supported by lesson delivery					
24. Language objectives clearly supported by lesson delivery.					
25. Students engaged 90% to 100% of the period					
26. Pacing of the lesson appropriate to student's ability level					

Comments:

Review and Assessment (Complete for all students)	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.					
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson					

Comments: