Assessment 3 Rubric

The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000-2008)

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.

- 4 = Performance indicator met at 100%
- 3 = Performance indicator met at 70%
- 2 = Performance indicator met below 70% 
- 1 = Performance indicator met below 50% 
- 0 = Performance indicator NOT met.
- NA = Performance indicator NOT applicable.

### Part I: Preparation

1. Clearly defined **content objectives** for students
   - 4 3 2 1 0 NA
2. Clearly defined **language objectives** for 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
   -  

### Part II: Instruction

1) **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:

2) **Comprehensible Input**

10. **Speech** appropriate for students’ proficiency level (e.g., slower rate and enunciation, and simple sentence structure for beginners)

11. **Explanation of academic tasks** clear

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

Comments:

3) **Strategies**

13. Provides ample opportunities for students to use **strategies**

14. Consistent use of **scaffolding** techniques throughout, assisting and supporting student understanding, such as think-aloud

15. Teachers uses a variety of **question types**, including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions)

Comments:

4) **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. Consistently provides sufficient **wait time for student response**

19. Ample opportunities for students to **clarify key concepts in L1**

Comments:

5) **Practice/Application**

20. Provides **hands-on** materials and/or manipulatives for students to practice using new
21. Provides activities for students to **apply content and language knowledge** in the classroom

22. Uses activities that integrate all **language skills** (i.e. reading writing, listening, and speaking)

**Comments:**

6) **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:**

Part III: **Review/Assessment**

27. Comprehensive **review of key vocabulary**

28. Comprehensive **review of key content concepts**

29. Regularly provides **feedback** to students on their output (e.g., language, content, work)

30. Conducts **assessment** of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson

**Comments:**