

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

	4	3	2	1	0	NA
1. Clearly defined content objectives for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Clearly defined language objectives for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Content concepts appropriate for age and educational background level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Part II: Instruction

1) building Background

7. concepts explicitly linked to students background experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Links explicitly made between past learning and new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Key vocabulary emphasized (e.g., introduced,						

written, repeated, and highlighted for students to see)
Comments:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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

- content knowledge
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: