



The SIOP[®] Model Self-Assessment

Using the features below, mark the box that most closely represents your current teaching practices:

D = Daily, O = Occasionally, N = Never.

	D	O	N
Lesson Preparation			
1. <u>Content objectives</u> clearly defined, displayed, and reviewed with students			
2. <u>Language objectives</u> clearly defined, displayed, and reviewed with students			
3. <u>Content concepts</u> appropriate for age and educational background level of students			
4. <u>Supplementary materials</u> used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals)			
5. <u>Adaptation of content</u> (e.g., text, assignment) to all levels of student proficiency			
6. <u>Meaningful activities</u> that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking			
Building Background			
7. <u>Concepts explicitly linked</u> to students' background experiences			
8. <u>Links explicitly made</u> between past learning and new concepts			
9. <u>Key vocabulary</u> emphasized (e.g., introduced, written, repeated and highlighted for students to see)			
Comprehensible Input			
10. <u>Speech</u> appropriate for students' proficiency levels (e.g., slower rate, enunciation and simple sentence structure for beginners)			
11. <u>Clear explanation</u> of academic tasks			
12. <u>A variety of techniques</u> used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)			
Strategies			
13. Ample opportunities provided for student to use <u>learning strategies</u>			
14. <u>Scaffolding techniques</u> consistently used, assisting and supporting student understanding (e.g., think-alouds)			
15. A variety of <u>questions or tasks that promote higher-order thinking skills</u> (e.g., literal, analytical, and interpretive questions)			



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Interaction	D	O	N
16. Frequent opportunities for <u>interaction</u> and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts			
17. <u>Grouping configurations</u> support language and content objectives of the lesson			
18. Sufficient <u>wait time for student response</u> consistently provided			
19. Ample opportunities for students to <u>clarify key concepts in L1</u> as needed with aide, peer, or L1 text			
Practice/Application			
20. <u>Hands-on materials and/or manipulatives</u> provided for students to practice using new content knowledge			
21. Activities provided for students to <u>apply content and language knowledge</u> in the classroom			
22. Activities integrate all <u>language skills</u> (i.e., reading, writing, listening, and speaking)			
Lesson Delivery			
23. <u>Content objectives</u> clearly supported by lesson delivery			
24. <u>Language objectives</u> clearly supported by lesson delivery			
25. <u>Students engaged</u> approximately 90% to 100% of the period			
26. <u>Pacing</u> of the lesson appropriate to students' ability levels			
Review/Assessment			
27. Comprehensive <u>review of key vocabulary</u>			
28. Comprehensive <u>review of key content concepts</u>			
29. Regular <u>feedback</u> provided to students on their output (e.g., language, content, work)			
30. <u>Assessment of student comprehension and learning</u> of all lesson objectives (e.g., spot checking, group response) throughout the lesson			

