

## Guidelines for Rating Features on the SIOP

This document explains the rating scores for each of the 30 SIOP features. When using the observation protocol, it is important to record evidence of the score for each feature on the form.

### Lesson Preparation

#### 1. Content objectives clearly defined, displayed, and reviewed with students

- 4 The content objectives must appear in written form for the students to see, and the teacher discusses these objectives at or near the beginning of the lesson. Note that in some cases, teachers may do a warm-up or experiment before going over the objectives, as in some science discovery/inquiry lessons. In a few cases, with more advanced students already familiar with the routine, the teacher may ask students to infer what the objectives will be before showing them the written ones.

Note that teachers may use other expressions, such as the following, in place of the word *objective*: Today we're going to learn about...; The guiding questions for today's lesson are...; The point of today's lesson is...; Today we're going to do... in order to.... For kindergarten, objectives may be pictorial or one letter or a symbol.

For a 4 score, the objectives should be identified as content objectives. The observer should consider the quality but also account for the teacher's experience with the SIOP Model.

- 3 The content objectives are presented either in writing or orally (but not both) for the students at or near the beginning of the lesson. Or they may be posted and stated but without much discussion.

The observer might give a 3 score if the quality of the objectives is low or the wording too vague but the objectives are posted and discussed. (But consider teacher's experience with the SIOP Model.)

- 2 An agenda may be written from which both English learners and mainstream students could infer what the content objectives are, or the objectives could be implied from the activities that take place during the lesson, but no written or spoken objectives are presented as such or the objectives are presented at the end of the lesson. Another situation meriting a 2 is when the observer has seen the lesson plan and it includes objectives, but they aren't shared with students.

- 1 The content objectives could be inferred by mainstream students but not necessarily by English learners. Or a state content standard is posted without explanation.

- 0 No clearly defined content objectives for students are presented or implied. In other words, activities take place during the lesson but it is not clear why the students are doing those activities, or the activities are not related to grade-level content.

Be cautious about implied objectives. If you can articulate one based on what you observe, and the teacher teaches explicitly to the objective (as opposed to explaining how an activity relates to the content topic), you can probably give a 2 or 1 score.

Always record objectives in your notes or on the protocol.

## 2. Language objectives clearly defined, displayed, and reviewed with students

- 4 The language objectives must appear in written form for the students to see, and the teacher discusses these objectives at or near the beginning of the lesson. Note that in some cases, teachers may do a warm-up or experiment before going over the objectives, as in some science discovery/inquiry lessons. In a few cases, with more advanced students already familiar with the routine, the teacher may ask students to infer what the objectives will be before showing them the written ones.

Note that teachers may use other expressions, such as the following, in place of the word *objective*: Today we're going to learn about...; The guiding questions for today's lesson are...; The point of today's lesson is...; Today we're going to do... in order to... For kindergarten, objectives may be pictorial or one letter or a symbol.

Not all of the language activities in a lesson need to have an objective associated with them. But those objectives explicitly identified for student learning need a corresponding activity or task.

For a 4 score, the objectives should be identified as language objectives. The rater should consider the quality but also account for the teacher's experience with the SIOP Model. Also consider the placement of the lesson in the unit if the language objective is only focused on vocabulary. Vocabulary may be a reasonable focus at the beginning of a unit or before a new text is introduced, but we want teachers to broaden their language objectives beyond students learning words. (This is more of a coaching issue than a scoring issue.)

- 3 The language objectives are presented either in writing or orally (but not both) for the students at or near the beginning of the lesson. Or they may be posted and stated but without much discussion.

The observer might give a 3 score if the quality of the objectives is low or the wording too vague but the objectives are posted and discussed. (But consider the teacher's experience with the SIOP Model.)

- 2 An agenda may be written from which both English learners and mainstream students could infer what the language objectives are, or the objectives could be implied from the activities that take place during the lesson, but no written or spoken objectives are presented as such or the objectives are presented at the end of the lesson. Another situation meriting a 2 is when the observer has seen the lesson plan and it includes objectives, but they aren't shared with students.
- 1 The language objectives could be inferred by mainstream students but not necessarily by English learners. Or a state ESL, language arts, or reading standard is posted without explanation.
- 0 No clearly defined language objectives for students are presented or implied. In other words, activities take place during the lesson but it is not clear why the students are doing those activities, or the activities are not related to grade-level content.

**Note:** Language arts lessons should have both language and content objectives, even when the distinction between the two may seem arbitrary. This issue sometimes arises with teachers of language arts, reading, and writing and should be resolved through professional development. However, the following quote from *Making Content Comprehensible* should be kept in mind:

Certain curriculum concepts like *plot* and *setting* are clearly ingredients for language arts content objectives, but some potential objectives like "produce writing that conveys a clear point of view and maintains a consistent tone" could be either a language or a content objective. We encourage language arts and reading teachers to nonetheless consistently identify a content and a language objective for each lesson, even if some might be

placed in either category. Because we are aiming for whole school implementation of the SIOP Model, having students recognize and expect both types of objectives across all their classes is a valuable goal. (Echevarría, Vogt, & Short, 2008, p. 30)

The observer should be cautious about implied objectives. If an objective can be articulated based on what is observed, and the teacher teaches explicitly to the objective (as opposed to including some general language practice in the lesson), a 2 or 1 score is probably appropriate.

Always record objectives in your notes or on the protocol.

### **3. Content concepts appropriate for age and educational background level of students**

- 4 Content concepts are appropriate for the age and educational background level of students. Concepts should be identified. The questions to ask are, “Where do these concepts fit into the grade-level district/state curriculum and the state standards?” and “What are the educational backgrounds of the students?” Note that if this is a special newcomer class, the concepts may not be on grade level because students need to fill in gaps in their knowledge. This is okay as long as the concepts are academic and move the students forward educationally.
- 3 Use if evidence is different from 4 and 2. This score may be given, for example, if the concepts are appropriate to the grade level and age but are not connected to the state standards or curricula.
- 2 Content concepts are somewhat appropriate for the age and educational background level of the students. This must be determined if the concepts being taught do not fit into the district/state curriculum and state standards for that grade level or if students have so little English or relevant cultural background that they cannot understand what is being presented. This score may also be given if the concepts are appropriate for some students but not others in the class.
- 1 Use if evidence is different from 2 and 0. This score may be given if teachers do not identify the concept being taught and students do not seem to grasp what it is.
- 0 Content concepts are inappropriate for the age and educational background level of the students. Again, this must be determined keeping in mind the above considerations.

### **4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)**

- 4 Supplementary materials are used to a high degree throughout the lesson, taking into account different learning styles and multiple modalities. Quality is more important than quantity. The exact number and type of materials will depend on the content being taught and the age and educational background of the students. The effectiveness of the materials will be determined by the students' reactions, namely whether the materials help them understand the topic or task. The standard textbook is not supplementary material, but ancillary products that a teacher might use (e.g., leveled readers) would count.
- 3 Some supplementary materials are used effectively, but some opportunities are missed.
- 2 Some supplementary materials are used, but many opportunities are missed for making the lesson clearer or for letting students practice.

- 1 The supplementary materials used do not seem to contribute much to the clarity of the lesson.
- 0 No supplementary materials are used.

**5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency**

- 4 Adaptation of content will depend on the number and level of the English learners in the class. If there are multiple levels or if lower level English learners are mixed with mainstream students, a 4 score is given only if the lesson is adapted to all levels. Adaptations may include paraphrasing text, creating graphic organizers, creating or modifying texts or worksheets for different proficiency levels, differentiating assignments, and using the students' first language.
  - 3 Use if evidence is different from 4 and 2. Generally, this score is given if the teacher adapts content but a few students need something more or something different.
  - 2 There is some adaptation for all levels of student proficiency, or there is adaptation for some levels but other students struggle or find the material too easy.
  - 1 Use if evidence is different from 2 and 0. The adaptation may be minimal, such as a brief definition provided in the students' first language, but not sufficient for the class to be successful.
  - 0 There is no adaptation for all levels of student proficiency.
- NA Adaptation may be unnecessary if higher level English learners, for example, are learning new content with mainstream students, but the specific content does not pose an additional problem to understanding for the English learners. Or the lesson observed may be a continuation of a prior lesson and adaptation is no longer needed. Score NA if there is no adaptation required.

**Note:** Adaptations may be for the materials or the assigned task. A task (e.g., write an essay) might be pro-rated (e.g., 1 paragraph, 3 paragraphs, 5 paragraphs) according to student proficiency level. Also, a teacher might work with a small group of students while others work on their own.

**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**

- 4 Activities must be meaningful and connected to language and content goals. They may be similar to mainstream activities or lead to success with mainstream activities if students are capable. (Note, e.g., that algebra exercises are not meaningful if a student can't do arithmetic.) Students practice language and content together.
- 3 Activities are meaningful with some useful language practice tied to language objectives.
- 2 Meaningful activities practice content concepts but provide only limited opportunities for language practice. Or activities practice language without direct connection to content.
- 1 Activities are not very meaningful and/or offer no language practice or only in skill areas not related to language objectives.
- 0 No meaningful activities integrate content concepts with language practice.

## Building Background

### 7. Concepts explicitly linked to students' background experiences

- 4 Lesson concepts are discussed and directly linked to student background, culture, personal lives, and so forth. Opportunity is given for students to make connections by responding verbally, physically, pictorially, and/or in writing.

For a 4 score, there should be some student discussion or activity related to the connections, not just the teacher telling the class how the connections exist.

- 3 The teacher explains how something from the students' experiences is related to the content concepts but does not have much of a student discussion or response.
- 2 The teacher mentions something in passing or makes an indirect link from the students' experiences to the content concepts but does not have students discuss.
- 1 Something in the lesson seems to be related to the students' background experiences, but it is not mentioned by the teacher (although a student may mention it).
- 0 Concepts are not explicitly linked to students' background experiences.

NA This rating is given only if the lesson is part of a multi-day unit and it is known that the concepts were explicitly connected to students' background experiences during a prior lesson.

### 8. Links explicitly made between past learning and new concepts

- 4 Lesson concepts are directly connected to a prior lesson from the same class or to a related lesson in another subject. The teacher explains how this new lesson extends prior knowledge. In many cases, teachers use visuals (e.g., word walls, maps, posted student work) to make references to prior learning throughout the lesson and also engage the students in making these links.

For a 4 score, there should be some student discussion or activity related to the links, not just the teacher telling the class what they learned the day before.

- 3 The teacher makes links to past learning from time to time in the lesson but may or may not use visuals and may engage only a few students in connections by asking them questions.
- 2 Few links are made between past learning and new concepts during the lesson. The teacher may state them verbally and not use visual reminders or may not involve students in making the connections. Or the teacher may explain new vocabulary through past learning but does not connect it to new content concepts.
- 1 A passing mention is made that links past learning with new concepts.
- 0 No links are made between past learning and new concepts.

**9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)**

4 Key vocabulary is introduced, written, repeated, and highlighted in context, and students are given opportunities to use it in speaking and/or writing during the lesson. Key vocabulary includes words that are important for conceptual understanding, cross-curricular usage, or academic purposes.

When the lesson reviews vocabulary from a unit, words are highlighted, used, and reviewed.

3 Key vocabulary is introduced in context and many of the lesson terms are emphasized, but students are not encouraged to use terms in speaking or writing.

2 Key vocabulary is introduced in context but is not emphasized or practiced.

1 Vocabulary is presented but not contextualized in a lesson. Or the vocabulary that is taught is not important for the lesson concepts.

0 No key vocabulary is presented but may be defined randomly as an afterthought during a group reading or in response to students' questions.

**Note:** Giving a vocabulary list of 20 words without definitions for students to look up in a dictionary and define or explain is not effective vocabulary development for English learners. (For instance, multiple meanings of words can cause problems.) They need fewer key words related to the content, words that are clearly defined in context, and active involvement with learning and using the terms. An exception occurs if the language objective is related to learning to use a dictionary. However, we would expect discussion of the terms afterwards.

## Comprehensible Input

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

4 The teacher uses a slower than usual rate, clear enunciation, simple sentence structure, paraphrases, and synonyms for difficult vocabulary as appropriate for the students who are at the lower proficiency levels. The teacher considers word choice, avoids idioms unless explained, and uses tone and pitch for emphasis. For advanced students, however, speech should approximate mainstream classroom discourse.

**Note:** Try to find out the proficiency level of the students in advance in order to rate this feature appropriately.

3 The teacher usually uses speech appropriate for lower students' proficiency levels but may not use paraphrasing, fails to explain difficult vocabulary consistently, or uses too many idiomatic expressions.

2 Speech is sometimes inappropriate for students' proficiency levels.

1 Speech is seldom appropriate for students' proficiency levels or serves only one level in a multi-level class.

0 Speech is inappropriate for students' proficiency level.

**Note:** While some translation into the students' native language is fine, over-translating is inappropriate. If this occurs, rate a

2 or lower. If the teacher makes regular grammatical errors, or the accent is too difficult for students to comprehend, then rate no higher than a 3.

### **11. Clear explanation of academic tasks**

- 4 Explanations are clear, given both orally and in writing, and include examples. When needed, a process is discussed step by step, using visuals or models as appropriate at the students' level of understanding. Practicing the first of a series of questions, for example, before students work independently is preferred. The teacher checks that students understand before work begins.
- 3 Spoken and written explanations are provided but not at all levels of understanding, or the teacher doesn't check student understanding.
- 2 Explanations are somewhat clear. They may only be spoken or given in writing but not explained or modeled; therefore they are not sufficient for some students. Consider these questions when rating: How well were students able to follow? Did they need to ask for clarification?
- 1 Explanations are weak. Many students ask clarification questions or as a result, perform the task incorrectly.
- 0 Explanations are unclear or not evident. Students act lost or off task. Many repeatedly ask for teacher assistance.

**Note 1:** A good way to gauge this item is to watch how well students are able to perform the task. The explanations may not be very clear to the observer, but the students may understand perfectly because it is a familiar task. If most students can do the task without asking many questions about procedures, or even without detailed instructions, then this probably merits a score of 4.

**Note 2:** Measuring the quality of the task is not the issue here. That comes under meaningful activities and the Practice and Application features.

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

- 4 The teacher uses many different ESL and other techniques to make concepts clear. These may include multi-media (e.g., computers, Internet), visuals, demonstrations, graphic organizers, anticipatory sets, and effective body language.
- 3 The teacher uses a number of ESL and other techniques to make some concepts clear.
- 2 The teacher uses some techniques to make concepts clear, but not all of the concepts are clear to all of the students.
- 1 The teacher uses few techniques to make concepts clear.
- 0 The teacher uses no techniques that help English learners understand the lesson concepts.

**Note:** Consider the content concepts and what had to be explained to students. How clear was the content? Find evidence of student understanding or lack of understanding. Was the new information presented only orally? Was the text difficult to read? Were the questions difficult to answer in writing? If not, then a higher score may be given.

## Strategies

### 13. Ample opportunities provided for students to use learning strategies

- 4 The teacher deliberately and explicitly teaches and names learning strategies and provides students with ample opportunities to use them during the lesson. The teacher may teach and practice one learning strategy but should remind students to use others previously taught.

Teachers should name the strategies being used. If the lesson includes opportunities to use learning strategies, teachers should call attention to their use by reminding students to use them. A lesson may not teach a new strategy but still get a 4 score if the students practice the strategies discussed.

- 3 Use if evidence is different from 4 and 2. The teacher may use a strategy with the class but never explicitly name it. Give a 3 when students are given the opportunity to practice a wide variety of strategies but explicit strategies are not stated.
- 2 The teacher provides inadequate opportunities for students to learn or use learning strategies.
- 1 Use if evidence is different from 0 and 2. The teacher may mention a strategy but not encourage students to use it. Or one strategy may be used in passing, such as asking students to visualize a scene but not doing more with that strategy or other strategies.
- 0 No opportunities are provided for students to use learning strategies.

**Note:** If one learning strategy was taught in an earlier lesson in the unit, most of the practice could revolve around it. Students need multiple days of practice to learn a strategy. Strategies may be cognitive, metacognitive, or social/affective but should be named.

### 14. Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think-alouds)

- 4 The teacher assists and supports students using a variety of scaffolding techniques to move English learners from a level of knowledge and work that requires teacher assistance to a level where they can work independently. Techniques include verbal scaffolds to paraphrase or expand on student answers, verbal prompts to encourage students to expand on their own or others' answers, think-alouds to model a cognitive process, and instructional scaffolds such as graphic organizers or pre-reading and pre-writing activities. When rating, ask yourself if the teacher could have done more to help the students. Observers need to consider the lesson as a whole (e.g., a reading lesson may have a mini-lesson, then guided practice before independent reading).
- 3 The teacher often uses scaffolding techniques but some students needed additional support.
- 2 The teacher occasionally uses scaffolding techniques.
- 1 The teacher rarely uses scaffolding techniques.
- 0 No scaffolding techniques are used.

**Note:** This feature doesn't mean that all possible types of scaffolds must be used, but scaffolds have to be purposeful and done or set up by the teacher to ensure that students understand the concepts and are able to do the tasks.

**15. A variety of questions or tasks that promote higher order thinking skills (e.g., literal, analytical, and interpretive questions)**

- 4 Teachers must consciously plan and incorporate questions and tasks at a variety of levels. These questions should be posed to the entire class. Not all questions or tasks must be at the higher levels of Bloom's taxonomy, but some should be. In other words, there needs to be a mix. Teachers should ask the students what, how, and why they do what they do or know what they know. They should include activities or tasks that require higher order thinking.
- 3 The teacher poses some questions or tasks that promote higher order thinking and uses some different question types.
- 2 The teacher infrequently poses questions or tasks that promote higher order thinking or only poses them to some students.
- 1 The teacher rarely uses questions or tasks that promote higher order thinking or leaves them to the end of the lesson or for a homework assignment.
- 0 The teacher never poses questions or tasks that promote higher order thinking.

## Interaction

**16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts**

- 4 The lesson offers multiple opportunities for teacher–student and student–student interaction, and the teacher encourages elaborated responses. The lesson allows students to truly participate and interact in order to promote practice of academic oral language.
- 3 There is some teacher–student and/or student–student interaction but little to no student elaboration.
- 2 Teacher-dominated interactions prevail, with many student responses in the form of comments or questions.
- 1 Teacher-dominated interactions prevail, with few student comments or questions about the lesson concepts.
- 0 Teacher-dominated interactions prevail, with no student discussion of concepts. A lecture without discussion merits a 0.

**17. Grouping configurations support language and content objectives of the lesson**

- 4 Student groupings support the content and language objectives. This feature also includes a focus on how students are grouped together, for example, more proficient with less proficient.

**Note:** This must be more than the physical room set up; students must be collaborating effectively if paired or in groups.

- 3 Use if evidence is different from 4 and 2. Grouping may support content objectives but not language objectives or vice versa.
- 2 Groupings unevenly support the objectives.
- 1 Use if evidence is different from 0 and 2. For example, a teacher may allow a student to ask a peer for help but does not organize peer support.
- 0 Groupings do not support language and content objectives.

**Note:** This features does not address the quality of the objectives—only whether they are supported by the groupings. Consider whether objectives that were implied are supported. If the teacher says they are doing cooperative group work, are the students really cooperating?

**18. Sufficient wait time for student responses consistently provided**

- 4 The teacher consistently provides sufficient time for students to respond to questions or to complete tasks. The teacher may use certain techniques (e.g., counting on fingers, mixing and then pulling name sticks from a cup) to give wait time. The teacher has a way to calm students who want to answer immediately, such as by having them write their response.
- 3 The teacher often provides sufficient time for students to respond.
- 2 The teacher occasionally provides sufficient time for students to respond or is inconsistent.
- 1 The teacher rarely provides sufficient time for students to respond.
- 0 The teacher never provides sufficient time for students to respond.

**19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text**

- 4 The teacher must be aware of students' levels of understanding and, based on these, must clarify key concepts in the students' first language or let students clarify for themselves. Consider the use of peer help, first language texts, aides, bilingual dictionaries, the Internet, and so forth. The teacher should not overuse the students' first language.
  - 3 Some notable opportunities to clarify in the students' first language are missed, but in general, first language support is provided or readily available.
  - 2 The teacher takes advantage of some opportunities to clarify in the students' first language or provides clarification only in some of the students' languages, although other students would benefit from first language support, too.
  - 1 Few instances of first language clarification take place.
  - 0 No first language clarification is provided. When students need clarification of key concepts in their first language and they do not get it, a lesson score of 0 is merited.
- NA If students are at a higher level or can understand English with slower speech, visuals, and other contextual clues, using the first language may not be necessary.

**Note:** Look for evidence that the teacher has established a classroom culture that facilitates support if needed—that students know they can look in a bilingual dictionary or ask a partner for clarification, for example. The SIOP Model does not support an environment where a teacher is always reprimanding students to “use English.” Excessive translation by the teacher, however, should be scored under feature #10 as inappropriate speech.

## Practice and Application

**20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge**

- 4 The lesson includes ample hands-on materials to practice content knowledge. This may include many different kinds of activities such as role playing, use of manipulatives, drawing, doing experiments, using computers, completing graphic organizers, and so forth. The teacher must connect the hands-on materials to the concept or new content.
  - 3 Some hands-on materials are used.
  - 2 Few practice materials are used.
  - 1 Materials are rarely used for practice of content.
  - 0 No materials are used.
- NA This rating may be assigned if it is a multi-day lesson or unit and the practice will be done or was already done on a different day than the one observed.

**Note 1:** Observers should be able to distinguish between practice and application. Both may be in one lesson but the former refers to practice with new content (or fairly new if taught in the prior lesson and more practice is needed) and the latter refers to using that knowledge in a new way.

**Note 2:** Kinesthetic activities count as hands-on for this feature.

**21. Activities provided for students to apply content and language knowledge in the classroom**

- 4 The lesson has an application activity beyond practice that focuses on using both content and language knowledge. Students apply new information in a new way, perhaps a real world application of the concepts and language skills.
- 3 Use if evidence is different from 4 and 2. The application activity may be weak for content or language.
- 2 The lesson has an application activity that focuses on content or language, not both.
- 1 Use if evidence is different from 2 and 0. It may be hard to tell if the activity is application or practice. Or the class may have a brief discussion about an application but not perform an activity.
- 0 No activities are done to apply knowledge.

NA This rating may be assigned in the case of a multi-day lesson or unit and the application will be done or was already done on a different day than the one observed.

**Note:** We should be able to distinguish between practice and application. Both may be in one lesson but the former refers to practice with new (or fairly new if taught in the prior lesson and more practice is needed) and the latter refers to using that knowledge in a new way.

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

- 4 The teacher has the students interacting, speaking, listening, reading, and writing with the concepts and academic language. Activities integrate and practice all four language skills.
- 3 Activities integrate and practice three skills.
- 2 Activities integrate and practice two skills.
- 1 Activities integrate and practice one skill.
- 0 No integrated language skills are practiced.

**Note:** This feature looks at opportunities to practice language skills in the lesson but not all four skills need to have a language objective associated with the lesson.

## Lesson Delivery

### 23. Content objectives clearly supported by lesson delivery

4 All content objectives are clearly supported. This rating is assigned only if the objectives were written or stated as objectives at the beginning of the lesson and there was a focus on all of them during the lesson (with instruction and practice).

If objectives were only implied at the beginning, this item cannot receive a 4 score.

3 Content objectives are mostly supported in the lesson.

2 Content objectives are somewhat supported; perhaps one is not well developed.

1 Content objectives are seldom supported or the lesson goes off on a tangent.

0 Content objectives are not supported.

**Note:** This feature does not ask if the objectives are good ones, but only if they were supported. You need to consider whether objectives that were implied were supported. At the end of the lesson, consider: Were all of the objectives met and was the lesson effective? Consider how the teacher teaches and how students perform. Were the students successful in learning the content? If objectives were only implied at the beginning, this item cannot receive a 4 score.

### 24. Language objectives clearly supported by lesson delivery

4 Language objectives are clearly supported. This rating is assigned only if the objectives were written or stated as objectives at the beginning of the lesson and there was a focus on them during the lesson (with instruction and practice).

**Note:** If objectives were only implied at the beginning, this item cannot receive a 4 score.

3 Language objectives are mostly supported.

2 Language objectives are somewhat supported, perhaps one was not well developed.

1 Language objectives are seldom supported or the lesson goes off on a tangent.

0 Language objectives are not supported.

**Note:** This feature does not ask if the objectives are good ones, but only if they were supported. You need to consider whether objectives that were implied were supported. At the end of the lesson, consider these questions: Were all of the objectives met and was the lesson effective? Consider how the teacher teaches and how the students perform. Were the students successful in learning the language objective?

**25. Students engaged approximately 90% to 100% of the period**

- 4 Students are engaged with the lesson (i.e., on task, paying attention, participating when asked) 90% to 100% of the time.
- 3 Students are engaged between 70% and 90% of the time.
- 2 Students are engaged 70% of the time.
- 1 Students are engaged between 50% and 60% of the time.
- 0 Students are engaged less than 50% of the time.

**26. Pacing of the lesson appropriate to students' ability levels**

- 4 Pacing is consistent, appropriate to students' proficiency levels, and fits the lesson objectives. The teacher presents the lesson and gives English learners time to think, talk, partner talk, and do tasks. The teacher has time to give students feedback.
- 3 Pacing mostly fits the lesson objectives, and students follow along well. There may be one slow point, or one concept may be covered a bit too quickly.
- 2 Pacing is generally appropriate but is sometimes too fast or too slow or is inappropriate for a few students.
- 1 Pacing is only appropriate for a few students, or pacing is mostly out of synch with the lesson and student learning needs.
- 0 Pacing is inappropriate to students' levels.

**Note 1:** Consider whether the students were engaged and interested, daydreaming, idle, off task, or finished early.

**Note 2:** Finding an appropriate pace requires practice. Can the teacher adjust a lesson based on student needs? Are several students finished with their activity and have nothing to do? Are they being challenged throughout the lesson? A well-paced lesson doesn't feel too long or too short.

## Review and Assessment

**27. Comprehensive review of key vocabulary**

- 4 The teacher offers a comprehensive review of key vocabulary at the end of the lesson. This should help bring closure.
- 3 The teacher reviews most of the key terms or reviews all of them but not thoroughly.
- 2 The review of terms is uneven. The teacher reviews some terms but may not engage all students in the review.
- 1 Little review of key terms occurs.
- 0 There is no review of key vocabulary, or no key vocabulary is presented so no review occurs.

**Note:** We expect a review at the end of each class, even for a multi-day lesson. If the whole lesson focuses on vocabulary, we still expect some review of the words at the end.

**28. Comprehensive review of content concepts**

- 4 The teacher offers a comprehensive review of key concepts at the end of the lesson. This should help bring closure.
- 3 The teacher reviews most of the key concepts, or reviews all of them but not thoroughly.
- 2 The review of concepts is uneven. The teacher reviews some concepts but may not engage all students in the review.
- 1 Little review of key concepts occurs.
- 0 There is no review of key concepts.

**Note:** We expect a review at the end of each class, even for a multi-day lesson.

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

- 4 The teacher must regularly give all students quality feedback on their work. Therefore, students must produce work—through speaking, writing, acting, and so forth. Feedback should be specific and can include praise, like “You answered that question well with strong evidence from your experiment.” Feedback should be tied to the academic language and objectives. The teacher can recast or paraphrase and bring students back to the academic language.
- 3 Quality feedback is provided regularly to some students.
- 2 Use of feedback is inconsistent and/or no quality feedback is provided to students.
- 1 Little feedback is offered.
- 0 No feedback is offered.

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

- 4 The teacher checks for student knowledge, including language and content objectives. The teacher conducts a variety of activities (e.g., spot checking, Q&A, QuickWrites) to check for student comprehension and learning.  
  
If objectives were only implied at the beginning, this item cannot receive a 4 score.
- 3 The teacher checks student comprehension of most learning objectives throughout lesson.
- 2 The teacher checks student comprehension of some learning objectives or checks only at the end of the lesson on all objectives.
- 1 The teacher checks student comprehension of a few learning objectives.
- 0 The teacher does no assessment of student comprehension and learning.

**Note:** Consider features 29 and 30 together. They are linked but not always the same. A teacher who gives good feedback is probably assessing student learning throughout the lesson. However a teacher can give a lot of bad feedback (e.g., correcting pronunciation incessantly) without checking on comprehension.

## References

Echevarría, J., Vogt, M. E., & Short, D. J. (2008). *Making content comprehensible for English learners: The SIOP Model* (3rd ed.). Boston: Allyn & Bacon.