

Chalk and Wire Scoring Rubric for: Sheltered Instruction Observation Protocol (SIOP)

Source: Adapted from J. Echevarria, M.E. Vogt, & D. Short (2000). Making Content Comprehensible for English Language Learners: The SIOP Model Boston: Allyn and Bacon.

Criterion 1 Preparation-1 Content Objectives		
Level 1	Unacceptable/ Developing (Not Evident) No clearly defined content objectives.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Content objectives for students implied.	Score: 3.0
Level 3	Exemplary (Highly Evident) Clearly defined content objectives for students.	Score: 5.0
Level 4	Not Applicable	Score: NA
Criterion 2 Preparation-2 Language Objectives		
Level 1	Unacceptable/ Developing (Not Evident) No clearly defined language objectives for students.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Language objectives for students implied.	Score: 3.0
Level 3	Exemplary (Highly Evident) Clearly defined language objectives for students.	Score: 5.0
Level 4	Not Applicable	Score: NA
Criterion 3 Preparation-3 Content Concepts		
Level 1	Unacceptable/ Developing (Not Evident) Content concepts inappropriate for age and educational background level of students.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Content concepts somewhat appropriate for age and educational background level of students.	Score: 3.0
Level 3	Exemplary (Highly Evident) Content concepts appropriate to age and educational background of students.	Score: 5.0
Level 4	Not Applicable	Score: NA
Criterion 4 Preparation-4 Supplementary Material		
Level 1	Unacceptable/ Developing (Not Evident) No use of supplementary materials.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Some use of supplementary materials.	Score: 3.0
Level 3	Exemplary (Highly Evident) Supplementary material used to a high degree, making the lessons clear and meaningful (e.g., graphs, models, visuals).	Score: 5.0
Level 4	Not Applicable	Score: NA
Criterion 5 Preparation-5 Adaptation of Content		
Level 1	Unacceptable/ Developing (Not Evident) No significant adaptation of content to all levels of student proficiency.	Score: 1.3
Level 2	Proficient (Somewhat Evident) Some adaptation of content to all levels of student proficiency.	Score: 3.0
Level 3	Exemplary (Highly Evident) Adaptation of content (e.g., text, assignment) to all levels of student proficiency.	Score: 5.0
Level 4	Not Applicable	Score: NA

Criterion 6 Preparation-6 Meaningful Activities		
Level 1	Unacceptable/ Developing (Not Evident) No meaningful activities that integrate language practice with opportunities for reading, writing, listening and/or speaking.	Score:1.0
Level 2	Proficient (Somewhat Evident) Meaningful activities that integrate lesson concepts, but provide little opportunity for language practice.	Score:3.0
Level 3	Exemplary (Highly Evident) 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.	Score:5.0
Level 4	Not Applicable	Score: NA

Criterion 7 Instruction-7 Concepts Explicitly Linked		
Level 1	Unacceptable/ Developing (Not Evident) Concepts not explicitly linked to students' background experiences.	Score:1.0
Level 2	Proficient (Somewhat Evident) Concepts loosely linked to students background experiences.	Score:3.0
Level 3	Exemplary (Highly Evident) Concepts explicitly linked to students' background experiences.	Score:5.0
Level 4	Not Applicable	Score: NA

Criterion 8 Instruction-8 Links Explicitly Made		
Level 1	Unacceptable/ Developing (Not Evident) No links made between past learning and new concepts.	Score:1.0
Level 2	Proficient (Somewhat Evident) Few links made between past learning and new concepts.	Score:3.0
Level 3	Exemplary (Highly Evident) Links explicitly made between past learning and new concepts.	Score:5.0
Level 4	Not Applicable	Score: NA

Criterion 9 Instruction-9 Key Vocabulary		
Level 1	Unacceptable/ Developing (Not Evident) Key vocabulary not emphasized.	Score:1.0
Level 2	Proficient (Somewhat Evident) Key vocabulary introduced, but not emphasized.	Score:3.0
Level 3	Exemplary (Highly Evident) Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to use).	Score:5.0
Level 4	Not Applicable	Score: NA

Criterion 10 Comprehensible Input-10 Speech		
Level 1	Unacceptable/ Developing (Not Evident) Speech inappropriate for students' proficiency level.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Speech sometimes inappropriate for students' proficiency level.	Score: 3.0
Level 3	Exemplary (Highly Evident) Speech appropriate for students' proficiency level (e.g., slower rate and enunciation, and simple sentences for beginners).	Score: 5.0
Level 4	Not Applicable	Score: NA

Criterion 11 Comprehensible Input-11 Explanation		
Level 1	Unacceptable/ Developing (Not Evident) Explanation of academic tasks unclear.	Score:1.0
Level 2	Proficient (Somewhat Evident) Explanation of academic tasks somewhat clear.	Score: 3.0
Level 3	Exemplary (Highly Evident) Explanation of academic tasks is clear.	Score: 5.0
Level 4	Not Applicable	Score: NA

Criterion 12 Comprehensible Input-12 Techniques		
Level 1	Unacceptable/ Developing (Not Evident) Uses few or no techniques to make content concepts clear.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Uses some techniques to make content concepts clear.	Score: 3.0
Level 3	Exemplary (Highly Evident) Uses a variety of techniques to make concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).	Score: 5.0
Level 4	Not Applicable	Score: NA
Criterion 13 Strategies-13 Strategies		
Level 1	Unacceptable/ Developing (Not Evident) No opportunity for students to use strategies.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Provides students with inadequate opportunities to use strategies.	Score: 3.0
Level 3	Exemplary (Highly Evident) Provides ample opportunities for students to use strategies.	Score: 5.0
Level 4	Not Applicable	Score: NA
Criterion 14 Strategies-14 Scaffolding		
Level 1	Unacceptable/ Developing (Not Evident) No use of scaffolding techniques.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Occasional use of scaffolding techniques.	Score: 3.0
Level 3	Exemplary (Highly Evident) Consistent use of scaffolding techniques throughout lesson that assists and supports student understanding (e.g., think-alouds).	Score: 5.0
Level 4	Not Applicable	Score: NA
Criterion 15 Strategies-15 Questions that Promote Higher-Order Thinking Skills		
Level 1	Unacceptable/ Developing (Not Evident) Teacher does not pose questions that promote higher-order thinking skills.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Teacher infrequently poses questions that promote higher-order thinking skills.	Score: 3.0
Level 3	Exemplary (Highly Evident) Teacher uses a variety of question types, including those that promote higher-order thinking skills (e.g., literal, analytical and interpretive questions).	Score: 5.0
Level 4	Not Applicable	Score: NA
Criterion 16 Interaction-16 Interaction		
Level 1	Unacceptable/ Developing (Not Evident) Interaction primarily teacher-dominated with no opportunities for students to discuss lesson concepts.	Score: 1.0
Level 2	Proficient (Somewhat Evident) Interaction mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts.	Score: 3.0
Level 3	Exemplary (Highly Evident) Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.	Score: 5.0
Level 4	Not Applicable	Score: NA

Criterion 17 Interaction-17 Grouping Configurations		
Level 1	Unacceptable/ Developing (Not Evident) Grouping configurations do not support the language and content objectives.	Score:1.0
Level 2	Proficient (Somewhat Evident) Grouping configurations unevenly support the language and content objectives.	Score:3.0
Level 3	Exemplary (Highly Evident) Grouping configurations support language and content objectives of the lesson.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 18 Interaction-18 Wait Time for Student Responses		
Level 1	Unacceptable/ Developing (Not Evident) Never provides sufficient wait time for student responses.	Score:1.0
Level 2	Proficient (Somewhat Evident) Occasionally provides sufficient wait time for student responses.	Score:3.0
Level 3	Exemplary (Highly Evident) Consistently provides sufficient wait time for student responses.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 19 Interaction-19 Clarify Key Concepts in L1		
Level 1	Unacceptable/Developing (Not Evident) No opportunities for students to clarify key concepts in L1.	Score:1.0
Level 2	Proficient (Somewhat Evident) Some opportunity for students to clarify key concepts in L1.	Score:3.0
Level 3	Exemplary (Highly Evident) Ample opportunities for students to clarify key concepts in L1 (child's language) as needed with aide, or L1 text.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 20 Practice/Application-20 Hands-on Materials or Manipulatives		
Level 1	Unacceptable/ Developing (Not Evident) Provides no hands-on materials and/or manipulatives for students to practice using new content knowledge.	Score:1.0
Level 2	Proficient (Somewhat Evident) Provides few hands-on materials and/or manipulatives for students to practice using new content knowledge.	Score:3.0
Level 3	Exemplary (Highly Evident) Provides hand-on materials and/or manipulatives for students to practice using new content and language knowledge.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 21 Practice/Application-21 Apply Content and Language Knowledge		
Level 1	Unacceptable/ Developing (Not Evident) Provides no activities for students to apply content or language knowledge in the classroom.	Score:1.0
Level 2	Proficient (Somewhat Evident) Provides activities for students to apply either content or language knowledge in the classroom.	Score:3.0
Level 3	Exemplary (Highly Evident) Provides activities for students to apply content knowledge and language knowledge in the classroom.	Score:5.0
Level 4	Not Applicable	Score: NA

Criterion 22 Practice/Application-22 Activities Integrate Language Skills		
Level 1	Unacceptable/ Developing (Not Evident) Uses activities that apply to only one language skill.	Score:1.0
Level 2	Proficient (Somewhat Evident) Uses activities that integrate some language skills.	Score:3.0
Level 3	Exemplary (Highly Evident) Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking).	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 23 Lesson Delivery-23 Content Objectives		
Level 1	Unacceptable/ Developing (Not Evident) Content objectives not supported by lesson delivery.	Score:1.0
Level 2	Proficient (Somewhat Evident) Content objectives somewhat supported by lesson delivery.	Score:3.0
Level 3	Exemplary (Highly Evident) Content objectives clearly supported by lesson delivery.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 24 Lesson Delivery-24 Language Objectives		
Level 1	Unacceptable/ Developing (Not Evident) Language objectives not supported by lesson delivery.	Score:1.0
Level 2	Proficient (Somewhat Evident) Language objectives somewhat supported by lesson delivery.	Score:3.0
Level 3	Exemplary (Highly Evident) Language objectives clearly supported by lesson delivery.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 25 Lesson Delivery-25 Students Engaged		
Level 1	Unacceptable/ Developing (Not Evident) Students engaged less than 50% of the period.	Score:1.0
Level 2	Proficient (Somewhat Evident) Students engaged approximately 70% of the period.	Score:3.0
Level 3	Exemplary (Highly Evident) Students engaged approximately 90% to 100% of the time.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 26 Lesson Delivery-26 Pacing		
Level 1	Unacceptable/ Developing (Not Evident) Pacing inappropriate to the students ability level.	Score:1.0
Level 2	Proficient (Somewhat Evident) Pacing generally appropriate, but at times too fast or too slow.	Score:3.0
Level 3	Exemplary (Highly Evident) Pacing of the lesson appropriate to the students' ability level.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 27 Review/Assessment-27 Review of Key Vocabulary		
Level 1	Unacceptable/ Developing (Not Evident) No review of key vocabulary.	Score:1.0
Level 2	Proficient (Somewhat Evident) Uneven review of key vocabulary.	Score:3.0
Level 3	Exemplary (Highly Evident) Comprehensive review of key vocabulary.	Score:5.0
Level 4	Not Applicable	Score: NA

Criterion 28 Review/Assessment-28 Review of Key Content Concepts		
Level 1	Unacceptable/ Developing (Not Evident) No review of key content concepts.	Score:1.0
Level 2	Proficient (Somewhat Evident) Uneven review of key content concepts.	Score:3.0
Level 3	Developing (Highly Evident) Comprehensive review of key content concepts.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 29 Review/Assessment-29 Feedback		
Level 1	Unacceptable/ Developing (Not Evident) Provides no feedback to students on their output.	Score:1.0
Level 2	Proficient (Somewhat Evident) Inconsistently provides feedback to students on their output.	Score:3.0
Level 3	Exemplary (Highly Evident) Regularly provides feedback to students on their output (e.g., language, content, work).	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 30 Review/Assessment-30 Assessment		
Level 1	Unacceptable/ Developing (Not Evident) Conducts no assessment of student comprehension and learning of lesson objectives.	Score:1.0
Level 2	Proficient (Somewhat Evident) Conducts assessment of student comprehension and learning of some lesson objectives.	Score:3.0
Level 3	Exemplary (Highly Evident) Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response,) throughout the lesson.	Score:5.0
Level 4	Not Applicable	Score: NA
Criterion 31 Overall		
Level 1	Unacceptable/Developing (Not Evident)	Score:1.0
Level 2	Proficient (Somewhat Evident)	Score:3.0
Level 3	Exemplary (Highly Evident)	Score:5.0
Level 4	Not Applicable	Score: NA