



The SIOP® Model Self-Assessment

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

D=Daily, O=Often/Occasionally, N=Never

	D	O	N
PREPARATION			
1. I define, display, and review my <i>content objectives</i> with students each day.			
2. I define, display, and review my <i>language objectives</i> with students each day.			
3. My <i>content concepts</i> are appropriate for the age and educational background of my students			
4. I use <i>supplementary materials</i> to a high degree, making the lesson clear and meaningful (graphs, models, visuals)			
5. I <i>adapt my content</i> (e.g., text, assignment) to all levels of student proficiency			
6. I plan <i>meaningful activities</i> that integrate lesson concepts (e.g., surveys, letter writing simulations, constructing models) with language practice opportunities for <i>reading, writing, listening, and speaking</i>			
BUILDING BACKGROUND			
7. I <i>explicitly link the concepts</i> I teach to students' background experiences			
8. I <i>explicitly link new concepts</i> to past learning.			
9. <i>Key vocabulary is emphasized in my classroom</i> (introduced, written, repeated, and highlighted for students to see)			
COMPREHENSIBLE INPUT			
10. The <i>speech</i> in my classroom is appropriate for students' proficiency levels (e.g., slower rate, enunciation and simple sentence structure for beginners)			
11. I provide <i>clear explanations of academic tasks</i>			
12. I use a variety of <i>techniques</i> to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, body language)			
STRATEGIES			
13. I provide ample opportunities for students to use <i>learning strategies</i>			
14. <i>Scaffolding techniques</i> are consistently used throughout my lessons, assisting and supporting student understanding			
15. I use a variety of <i>questions and tasks throughout my lessons that promote higher-order thinking skills</i> (e.g., literal, analytical, and interpretive questions)			



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INTERACTION	D	O	N
16. I plan frequent opportunities for <i>interaction and discussion</i> among students and between teacher and students			
17. My <i>grouping configurations</i> support language and content objectives of my lesson			
18. I consistently provide sufficient <i>wait time for student responses</i>			
19. I provide ample opportunities for students to <i>clarify key concepts in their first language (L1)</i> as needed			
PRACTICE AND APPLICATION			
20. I provide <i>hands-on</i> materials and/or manipulatives for students to practice using new content knowledge			
21. I provide activities for students to <i>apply content and language knowledge</i>			
22. I plan activities that integrate all <i>language skills: reading, writing, listening, and speaking</i>			
LESSON DELIVERY			
23. My <i>content objectives</i> are clearly supported by lesson delivery			
24. My <i>language objectives</i> are clearly supported by lesson delivery			
25. My <i>students are engaged</i> approximately 90-100% of the period			
26. The <i>pacing</i> of my lessons is appropriate to students' ability levels			
REVIEW AND ASSESSMENT			
27. I <i>clearly review key vocabulary</i>			
28. I <i>clearly review key content concepts</i>			
29. I provide frequent <i>feedback</i> to students on their output			
30. I <i>conduct assessment</i> of student comprehension and learning of objectives throughout the lesson			