

FORM 5
Classroom Observation Tool for ELL/ESOL Instruction

School: _____ Teacher: _____	Date: _____ Observer: _____
Student Name: _____	Student # _____
Language(s) of Instruction: _____	Grade Level(s) _____

	(x)	(+ = -)	(x)	(+ = -)	
<u>Classroom Environment</u>	1st Round	Success	2nd Round	Success	Notes
Print rich/language functional environment	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Setting where students can take risks	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
High expectations for success	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Cooperative setting	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Social skills and positive behaviors processed	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
<u>Curriculum</u>	1st Round	Success	2nd Round	Success	Notes
Language and content objectives integrated	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Student tasks clearly defined	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Expectation that all students are engaged	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Cognitively challenging instruction	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
All students are able to participate and gain access to the curriculum	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
<u>Reading and Writing</u>	1st Round	Success	2nd Round	Success	Notes
Student Generated Text					
Shared Writing	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Collaborative Text Writing	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Direct Teaching of Skills in Context					
Mini-shared reading	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Word Sorts	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Focus on academic language	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Gradual Release of Responsibility					
Draft Texts	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Genre Templates	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Cooperative Strip Paragraph	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Dialectical Journal	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
<u>Language Learning Strategies</u>	1st Round	Success	2nd Round	Success	Notes
Lessons presented comprehensively	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Use of Visuals, Pictures, Realia					
File Cards	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Pictorial Input Chart	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Illustrated Word Bank	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Graphic Organizers	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Process Grid	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Pantomime & Gestures	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Use of Clear Language and Good Modeling utilizing visuals, pictures, and realia					
Sentence Stems & Frames	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Language Pattern Charts	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Sentence Patterning Charts	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Cooperative Strategies					
10/2	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Team Tasks	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Focus on High Level Vocabulary					
Cognitive Content Dictionary	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Big Books	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Word Families	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Multiple Meanings	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	
Frayer Model	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	

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Webbing, mind mapping, sketching	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Preview, review	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Opportunities for nonverbal expression of understanding	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Cooperative grouping for oral language practice and interaction with fluent peers					
Echo/Repeat	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Choral Response	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
My Turn, Your Turn	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Talking Stick	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Board Games	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Structured Role Play	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Give One, Get One	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Clock Appointments	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Lines of Communication	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
<i>Brain Compatible Strategies</i>	1st Round	Success	2nd Round	Success	<i>Notes</i>
Graphic Organizers	<input type="checkbox"/>	—	<input type="checkbox"/>	—	—
Metacognitive activities (problem solving, reflecting, questioning thinking)	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Use of chanting, putting content into patterns	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Big books (teacher and student made)	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Involving multiple intelligences	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Chunking information and allow for processing time	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Opportunity for learner to teach	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Sketching pictures and highlighting key words	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Accessing background knowledge	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
<i>Personal/Cultural Respect Strategies</i>	1st Round	Success	2nd Round	Success	<i>Notes</i>
Validation of personal life experiences	<input type="checkbox"/>	—	<input type="checkbox"/>	—	—
Cross cultural themes embedded in content	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Parental support	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Evidence of respect for languages (books, posters, designs)	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Active engagement in learning activities	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Use of culturally relevant print materials	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
Interaction with teacher and peers	<input type="checkbox"/>	—	<input type="checkbox"/>	—	
<i>Plans for implementing additional strategies for Round 2:</i>	<i>Results after Round 2</i>				
—	—				

Observers of Literacy Squared Classrooms may use the Literacy Squared Observation Protocol

For explanations of how to use each of these strategies, please refer to the file located at:

[CIA Online Resources/English Language Acquisition/Instruction/Instructional Strategies/ELL/Elementary/Strengthening Core Instruction for ELLs.](#)

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REVISION HISTORY:

Date	Revision Ref.	Description
2/13/15		As a result in the revision to ISS-W014 (ELL/SPED Pre-referral Process Guide) which made a switch to steps 4 & 5, the title of this document needed to switch from saying Form 4 at the top, to Form 5. No other changes were made.

APPROVAL AUTHORITY:

1.1 Director, ISCIA

Signature

Date