

# DRAFT Observation Protocol for Teachers of English Learners (OPTEL)

Student Name:

IEP: Yes No

Grade Level:

504 Plan: Yes No

Teacher Name:

ELPAC Level:

*This document fulfills requirements in EC 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative assessment and ongoing consultation with parents/guardians.*

## Description of Receptive Skills: Listening and Reading Comprehension (Select one descriptor from the choices below)

Aligned ELD Standards: PI.A.1–4, PI.B.5–8, PII.A.1–2, PII.B.3–5, PII.C.6–7

**Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student **rarely** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with substantial teacher support can the student construct meaning when reading abstract grade-appropriate texts. The student seldom comprehends conversations and discussions unless linguistic supports are provided.

**Level 2 (Early–Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student **sometimes** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With moderate teacher support, the student can construct meaning when reading abstract grade-appropriate texts, but not yet at a level of parity with English proficient grade-level peers. The student occasionally comprehends conversations and discussions, and relies on linguistic supports.

**Level 3 (Late Expanding–Early Bridging: Grade appropriate with light linguistic support needed)** The student **often** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With light teacher support, the student can construct meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers. The student often comprehends conversations and discussions with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports.

**Level 4 (Mid–Late Bridging: Grade appropriate with minimal linguistic support needed)** The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. The student independently constructs meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers, with occasional teacher support. The student consistently comprehends conversations and discussions with increasing grade-appropriate vocabulary and rarely relies on linguistic supports.

### Instructional Setting(s) in which the student was observed:

ELA/Literacy    ELD    Mathematics    Science    History/Social Science    Other:

### Interaction Type (Choose all that apply):

Whole Group (one-to-many)    Small Group (one-to-group)    Pairs (one-to-one)    Other:

**What did you consider in selecting this level?** You may attach supporting documentation.

**Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)**

Attachment 2

Aligned ELD Standards: PI.A.1–4, PI.C.9–12, PII.A.1–2, PII.B.3–5, PII.C.6–7

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**Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student **rarely** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. Only with substantial teacher support can the student use grade-appropriate content-based terms. The student demonstrates frequent errors in grammar usage. The student seldom expresses grade-appropriate ideas in writing and frequently relies on linguistic supports in order to express ideas effectively in oral and written English.

**Level 2 (Early–Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student **sometimes** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With moderate teacher support, the student uses grade-appropriate content-based terms and proper grammar nearing, but not yet at a level of parity with English proficient grade-level peers. The student occasionally expresses grade-appropriate ideas in writing with emerging grade-appropriate vocabulary, and relies on linguistic supports to express ideas effectively in oral and written English.

**Level 3 (Late Expanding–Early Bridging: Grade appropriate with light linguistic support needed)** The student **often** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With light teacher support, the student uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. Student often expresses grade-appropriate ideas in writing with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports to express ideas effectively in oral and written English.

**Level 4 (Mid–Late Bridging: Grade appropriate with minimal linguistic support needed)** The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student independently uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. The student consistently expresses grade-appropriate ideas in writing with original grade-appropriate vocabulary and rarely relies on linguistic supports to express ideas effectively in oral and written English.

**Instructional Setting(s) in which the student was observed:**

ELA/Literacy    ELD    Mathematics    Science    History/Social Science    Other:

**Interaction Type** (*Choose all that apply*):

Whole Group (one-to-many)    Small Group (one-to-group)    Pairs (one-to-one)    Other:

**What did you consider that led you to mark this level?** You may attach supporting documentation.

*The section below is **required** when documenting parent consultation occurred regarding this student's reclassification from English learner to Fluent English Proficient status, per EC 313(f)(3).*

I, \_\_\_\_\_ (*enter name*), agree/ disagree (*check one*) the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Signature:

Title:

Date:

I was consulted, discussed, and gave my opinion regarding the information provided to me about my child's English language proficiency status. I was provided the opportunity to participate in the decision to reclassify my child from English learner to Fluent English Proficient.

Parent/Guardian Signature:

Date: