Observation Protocol for Teachers of English Learners (OPTEL)

Student Name:

Grade Level:

IEP: Yes No

504 Plan: Yes No

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 purposes and ongoing consultation with parents/guardians.

Description of Receptive Skills: Listening and Reading Comprehension (Select one level from the choices below)
K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

- **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)** 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 while or after listening to or reading grade-level complex texts. The student **rarely** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.
- **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)** 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 while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers. The student **sometimes** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.
- **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)** 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 while or after listening to or reading abstract grade-level complex texts at a level of parity with English proficient grade-level peers. The student **often** appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.
- **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)** The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With **minimal** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. The student **consistently** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

Instructional Setting in which the student was observed *(Choose all that apply)*:

English Language Arts/Literacy English Language Development 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.

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

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

- ☐ **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)** 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-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary. The student **rarely** expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.
- ☐ **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)** 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 **sometimes** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers. The student **sometimes** expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.
- ☐ **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)** 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 **often** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers. The student **often** expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.
- ☐ **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)** The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student **consistently** uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers. The student **consistently** expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

Instructional Setting in which the student was observed *(Choose all that apply)*:

☐ English Language Arts/Literacy ☐ English Language Development ☐ 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** to document 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, (parent name) _____, was consulted, discussed, and gave my opinion regarding the information provided to me about my child's English language proficiency. 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: _____

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