



Reclassification Form

K-12 Observation Protocol for Teachers of English Learners (OPTEL)*

This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria.

Student Name: _____ Grade Level: _____ Date:** _____

Score: _____

sELPAC Date	sELPAC Level Receptive Skills		sELPAC Level Expressive Skills	
sELPAC Level:	Listening	Reading	Speaking	Writing

- ☐ IEP
- ☐ 504 Plan
- ☐ Gifted
- ☐ DLE Program
- ☐ PLTEL
- ☐ LTEL
- ☐ International Newcomer

A. Receptive Skills: Listening and Reading Comprehension (Select level)

K-12 ELD Standards: 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 our 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 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 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(s):

- ☐ Designated ELD (*dELD*)
- ☐ Integrated ELD (*iELD*)
 - ☐ ELA
 - ☐ History/Social Studies
 - ☐ Mathematics
 - ☐ Science
 - ☐ Other: _____

Interaction Type(s):

- ☐ Whole Group
- ☐ Small Group
- ☐ Pairs
- ☐ Other : _____

Task/Observation Notes:

What did you consider that led you to mark the level above for reclassification?

Notes:

*CDE, November 2023, MMED Adapted June 2024, Observation and Monitoring Protocol.

**Observations should occur at least once per period: Aug. -Nov., Dec. - Mar., Apr.- June.



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B. Expressive Skills: Speaking and Writing (Select level)

K-12 ELD Standards: 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.

What did you consider that led you to mark the level above for reclassification?

Notes:

I, (educator name) _____, ☐ agree or ☐ disagree the student routinely demonstrates fluent English proficiency to access grade-level content instruction delivered in English with minimal linguistic support.

Educator Signature: _____ Title: _____ Date: _____

I was consulted 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 a discussion about the reclassification of my child from English Learner to Fluent English Proficient.

Parent/Guardian Name _____ Signature: _____ Date: _____



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- ☐ ELA
- ☐ History/Social Studies
- ☐ Mathematics
- ☐ Science
- ☐ Other : _____

Interaction Type(s):

- ☐ Whole Group
- ☐ Small Group
- ☐ Pairs
- ☐ Other: _____

Task/Observation Notes:

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