

**SAMPLE**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

School Division: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 Please return document within \_\_\_ days to \_\_\_\_\_.

**School Year**  
**Monitoring Document for Formerly Limited English Proficient (FLEP) Students**  
**Grades 3-5**

Purpose: Quarterly report to monitor the success of English language proficiency (ELP)  
 Levels 6 Year 1 and 6 Year 2 FLEP students in mainstream courses.

**English language proficiency (ELP) level:** (check level)  6 YR 1  6 YR 2

At ELP Level 6, a student should be able to use:

- specialized or technical language reflective of the content areas at grade level;
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and
- oral or written communication in English comparable to proficient English peers.

These indicators are exemplars of what a FLEP student should *at the least* be able to demonstrate with regard to comprehension in listening and reading as well as production in speaking and writing within mainstream classes in comparison with English-speaking peers.

**Please put an “X” by any descriptor in which the student is experiencing difficulties.**

Reporting Period (Please circle)	1	2	3	4
<b><i>LISTENING</i></b>				
Carry out oral instructions containing grade-level, content-based language				
Construct models or use manipulatives to problem- solve based on oral discourse				
Distinguish between literal and figurative language in oral discourse				
Form opinions of people, places, or ideas from oral scenarios				
<b><i>SPEAKING</i></b>				
Justify/defend opinions or explanations with evidence				
Give content-based presentations using technical vocabulary				
Sequence steps in grade-level problem-solving				
Explain in detail results of inquiry (e.g., scientific experiments)				
<b><i>READING</i></b>				
Summarize information from multiple related sources				
Answer analytical questions about grade-level text				
Identify, explain, and give examples of figures of speech				
Draw conclusions from explicit and implicit text at or near grade level				
<b><i>WRITING</i></b>				
Produce extended responses of original text approaching grade level				
Apply content-based information to new contexts				
Connect or integrate personal experiences with literature/content				
Create grade-level stories or reports				

**Virginia Standards of Learning (SOL) Results For: \_\_\_\_\_ (date)**

Content Assessed	Score
Reading	
Mathematics	
Science	
History/Social Science	
Writing	

“The Non-LEP [FLEP] student is no longer eligible for LEP accommodations. However, if a Non-LEP student is also a student with a disability, she/he may receive accommodations based upon his/her IEP/504 Management Plan.”

Fall 2010 Writing and Non-Writing Test Examiner’s Manuals, Appendix D

**Report Card Grades**

Subject Area	Grades			
	Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4
Reading/Language Arts				
Mathematics				
Science				
History & Social Studies				

**At the end of each quarter, check one of the following for the FLEP student being monitored.**

1.  This FLEP student has successfully met academic language expectations.
2.  This FLEP student has not successfully met academic language expectations and should receive instructional intervention.

If box #2 is checked:

**INTERVENTION**

List any intervention(s) implemented. Include start date, description of intervention and person(s) responsible.

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**INTERVENTION**

To be completed within 6 weeks of beginning of intervention(s). List intervention(s) in place and note progress. Attach supporting data.

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**INTERVENTION**

**To be completed within 6 weeks of last intervention report. List intervention(s) in place and note progress. Attach supporting data.**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**INTERVENTION**

**To be completed within 6 weeks of last intervention report. List intervention(s) in place and note progress. Attach supporting data.**

Teacher: \_\_\_\_\_

Date : \_\_\_\_\_