

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 6-8

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
<i>LISTENING</i>				
Use oral information to accomplish grade-level tasks				
Evaluate intent of speech and act accordingly				
Make inferences from grade-level text read aloud				
Discriminate among multiple genres read orally				
<i>SPEAKING</i>				
Defend a point of view and give reasons				
Use and explain metaphors and similes				
Communicate with fluency in social and academic contexts				
Negotiate meaning in group discussions				
Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)				
<i>READING</i>				
Differentiate and apply multiple meanings of words/phrases				
Apply strategies to new situations				
Infer meaning from modified grade-level text				
Critique material and support argument				
Sort grade-level text by genre				
<i>WRITING</i>				
Create expository text to explain graphs/charts				
Produce research reports using multiple sources/citations				
Begin using analogies				
Critique literary essays or articles				

Virginia Standards of Learning (SOL) Results For: _____ (date)
(Please complete for your content area only)

Content Assessed	Score
Reading	
Mathematics	
Science	
Content Specific History	
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]

Report Card Grades (Please complete for your content area only)

Subject Area	Grades			
	Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4
English				
Mathematics				
Science				
History & Social Science				

At the end of the 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: _____