

Nottoway County Public Schools

Student Name: _____ Grade _____
 Teacher Name: _____ Subject _____
 School Name: _____

Please return document within ____ days to ESL Teacher.

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 a 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- August	2- November	3- February	4- May	1	2	3	4
LISTENING								
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								
SPEAKING								
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)								
READING								
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								
WRITING								
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)

(Please complete for your content area only)

Content Assessed	Score
Reading	
Mathematics	
Science	
History/Social Sciences	
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 (Please complete for your content area only)

Subject	Reporting Period 1	Reporting Period 2	Reporting Period 3	Semester 1	Reporting Period 4	Reporting Period 5	Reporting Period 6	Semester 2
Reading Lang. Arts								
Math								
Science								
History & Social Studies								

Benchmarks (Please complete for your content area only)

Subject	Baseline	1 st - 9 weeks	2 nd 9 weeks	3 rd 8 weeks
Reading Lang. Arts				
Math				
Science				
Social Studies				

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

Reporting Period	1- August				2- November				3- February				4- May							
	1	2	3	4																
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.															

* List interventions on pages 3 and 4.

If box 2 is checked, list interventions on pages 3-4.

Services/Interventions offered (only select those that apply):

- | | |
|--|---|
| <input type="checkbox"/> After school tutoring | <input type="checkbox"/> Summer School |
| <input type="checkbox"/> ESL teacher services | <input type="checkbox"/> Daytime pull-out for remediation |
| <input type="checkbox"/> Parent Communication | <input type="checkbox"/> |

If box #2 is checked:

INTERVENTION

List any intervention(s) implemented. Include start date, description 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 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 beginning of intervention(s). List intervention(s) in place and note progress. Attach supporting data.

Teacher: _____

Date: _____