

## 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 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 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
<b>LISTENING</b>								
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								
<b>SPEAKING</b>								
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)								
<b>READING</b>								
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								
<b>WRITING</b>								
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	
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
English								
Math								
Science								
History & Social Science								

Benchmarks (Please complete for your content area only)				
Subject	Baseline	1 <sup>st</sup> - 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 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.

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

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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: \_\_\_\_\_