

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 9-12

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								
Interpret cause-and-effect scenarios from oral discourse								
Make inferences from oral discourse containing satire, sarcasm, or humor								
Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)								
Evaluate intent of speech and act accordingly								
SPEAKING								
Give multimedia oral presentations on grade-level material								
Engage in debates on content-related issues using technical language								
Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”)								
Negotiate meaning in pairs or group discussions								
READING								
Interpret grade-level literature								
Synthesize grade-level expository text								
Draw conclusions from different sources of informational text								
Infer significance of data or information in grade-level material								
Identify evidence of bias and credibility of source								
WRITING								
Produce research reports from multiple sources								
Create original pieces that represent the use of a variety of genres and discourses								
Critique, peer-edit and make recommendations on others’ writing from rubrics								
Explain, with details, phenomena, processes, procedures								

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

Content Assessed	Score
End of Course Reading	
End of Course Mathematics	
End of Course Science	
History/Social Sciences	
End of Course 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 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.				

*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: _____