

## 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 1-2

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 indicator in which the student is experiencing difficulties.**

Reporting Period (Please circle)	1	2	3	4
<b><i>LISTENING</i></b>				
Use context clues to gain meaning from grade-level text read orally				
Apply ideas from oral discussions to new situations				
Interpret information from oral reading of narrative or expository text				
Identify ideas/concepts expressed with grade-level content-specific language				
<b><i>SPEAKING</i></b>				
Use academic vocabulary in class discussions				
Express and support ideas with examples				
Give oral presentations on content-based topics approaching grade level				
Initiate conversation with peers and teachers				
<b><i>READING</i></b>				
Begin using features of non-fiction text to aid comprehension				
Use learning strategies (e.g., context clues)				
Identify main ideas				
Match figurative language to illustrations (e.g., “as big as a house”)				
<b><i>WRITING</i></b>				
Create a related series of sentences in response to prompts				
Produce content-related sentences				
Compose stories				



**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 :** \_\_\_\_\_