

## SAMPLE

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_

Teacher Name: \_\_\_\_\_

School Division: \_\_\_\_\_

School Name: \_\_\_\_\_

Please return document within \_\_\_\_ days to \_\_\_\_\_.

### 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	2	3	4
<b><i>LISTENING</i></b>				
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				
<b><i>SPEAKING</i></b>				
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				
<b><i>READING</i></b>				
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				
<b><i>WRITING</i></b>				
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)**

<b>Content Assessed</b>	<b>Score</b>
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)**

<b>Subject</b>	<b>Grades</b>					
	<b>Reporting Period 1</b>	<b>Reporting Period 2</b>	<b>Semester 1</b>	<b>Reporting Period 3</b>	<b>Reporting Period 4</b>	<b>Semester 2</b>
English						
Mathematics						
Science						
History & Social Sciences						

**At the end of each 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: \_\_\_\_\_