

**SAMPLE**

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

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

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

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

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

**School Year  
Monitoring Document for Formerly Limited English Proficient (FLEP) Students  
Grade Kindergarten**

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 descriptor in which the student is experiencing difficulties.**

Reporting Period (Please circle)	1	2	3	4
<b><i>LISTENING</i></b>				
Order pictures of events according to sequential language				
Arrange objects or pictures according to descriptive oral discourse				
Identify pictures associated with grade-level academic concepts from oral descriptions				
Make patterns from real objects or pictures based on detailed oral descriptions				
<b><i>SPEAKING</i></b>				
Tell original stories with emerging detail				
Explain situations (e.g., involving feelings)				
Offer personal opinions				
Express likes, dislikes, or preferences with reasons				
<b><i>READING</i></b>				
Find school-related vocabulary items				
Differentiate between letters, words, and sentences				
String words together to make short sentences				
Indicate features of words, phrases, or sentences that are the same and different				
<b><i>WRITING</i></b>				
Create content-based representations through pictures and words				
Make “story books” with drawings and words				
Produce words/phrases independently				
Relate everyday experiences using phrases/short sentences				

## Report Card Grades

Subject Area	Grades			
	Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4
Reading/Language Arts				
Mathematics				
Science				
Social Studies				

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) to be 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:** \_\_\_\_\_