

Patrick County Public Schools

2013-2014

Monitoring Document for Formerly Limited English Proficient Students Grades 6-8

Student Name: _____ Grade: _____

Teacher Name: _____

Please return this document within ____ days to _____

Purpose: Semester 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: _____ **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	Semester 1	Semester 2
LISTENING		
Use oral information to accomplish grade-level tasks		
Evaluate the intent of speech and act accordingly		
Make Inferences from grade-level text read aloud		
Discriminate among multiple genres read orally		
SPEAKING		
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 pairs or group discussions		
Discuss and give examples of abstract, content based ideas		
READING		
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		

WRITING		
Create expository text to explain graphs/charts		
Produce research reports using multiple sources/citations		
Begin using analogies		
Critique literary essays or articles		

The following scaled scores are provided on the Standards of Learning Score Reports:

	EOC
Reading	
Mathematics	
Science	
History and Social Studies	
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 your content area only)

Subject	1st 9 weeks	2nd 9 weeks	Semester 1	3rd 9 weeks	4th 9 weeks	Semester 2
English						
Mathematics						
Science						
Social Studies						

At the end of each semester, 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 interventions implemented. Include start date, description of intervention and persons responsible.

Teacher: _____

Date:

INTERVENTION

List any interventions that are implemented and not any progress.

Teacher: _____

Date: