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| **Monitoring of Former English Learners (*students are designated as “EL-No” in MARSS*)** | | |
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|  | *Pages 1 and 3-4 to be completed by the appropriate EL Education Staff* |  |

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| **Student Name** | |  | | | | | | | | | | | | | | |  | | |
| **Grade in 1st year of monitoring** | | | |  | | | | | **Academic Year** | | |  | | | | |
| **Name of classroom/advisory teacher** *(1st year of monitoring)* | | | | | |  | | | | | | | | | *The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the EL/Bilingual Education teacher for review.* | | | | |
| **Name of classroom/advisory teacher** *(2nd year of monitoring)* | | | | | |  | | | | | | | | |
| **Name of EL teacher**  *(1st year of monitoring)* | | | | | |  | | | | | | | | | *The EL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.* | | | | |
| **Name of EL teacher**  *(2nd year of monitoring)* | | | | | |  | | | | | | | | |
| **School or District Administrator**  (Responsible for ensuring that this form is completed each quarter  and maintained in the student’s academic record) | | | | | | | |  | | | | | | | | | | | |
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| **Exiting ACCESS Results:** | | | | | | | | | | | | | | | | | | | |
| **Composite** | **Listening** | | **Speaking** | | | | **Reading** | | | | **Writing** | | | **Comments:** | | | | | |
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| **MCA Results (*Does not Meet, Partially Meets, Meets, Exceeds*):** | | | | | | | | | | | | |  | | | | | | |
|  | **Reading** | | | | **Mathematics** | | | | | **Science** | | |
| **1st Year of monitoring** |  | | | |  | | | | |  | | |
| **2nd year of monitoring** |  | | | |  | | | | |  | | |
|  | | | | | | | | | | | | | | | 1st year of monitoring | | | 2nd year of monitoring | | |
| **Is the student receiving any special services?**  *(any academic services/programs in addition to the standard academic program)* | | | | | | | | | | | | | | | **NO** | **YES** | | **NO** | **YES** | |
| If yes, describe the services (1st year): | | | | | | | | | | | | | | |  |  | |  |  | |
| If yes, describe the services (2nd year): | | | | | | | | | | | | | | | | | |  |  | |

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| **Report Card Results:** | | | | | | | | |
|  | **1st year of monitoring** | | | | **2nd year of monitoring** | | | |
|  | **1st** | **2nd** | **3rd** | **4th** | **1st** | **2nd** | **3rd** | **4th** |
| **ELA** |  |  |  |  |  |  |  |  |
| **Math** |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |

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| **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **1st Year of Monitoring** | Teacher’s  Initials: | 1st  \_\_\_\_\_\_ | 2nd  \_\_\_\_\_\_ | 3rd  \_\_\_\_\_ | 4th  \_\_\_\_\_\_ |  |  | | | |
| Quarter | | | |
| **Rate the student’s performance in each of the following areas**  (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*) | | | | | |  | 1st | 2nd | 3rd | 4th |
| 1. The student completes assignments on-time. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student communicates effectively with teacher. - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student participates effectively in class projects.- - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student is able to work independently. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student attends class regularly. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student displays effort and enthusiasm in class. - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student has discipline problems that interfere with his/her academic progress. - - - - - - | | | | | | |  |  |  |  |

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|  |  | 1st | 2nd | 3rd | 4th |
| Have EL strategies been implemented to respond to the language needs of the former EL? | |  |  |  |  |

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| Do you recommend that this student take WIDA screener test and be considered for reentry into the EL program? Explain which language domains (listening, speaking, reading, writing) prevent the student from meaningfully participating in regular instruction. |  |  |  |  |

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| *If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.* |

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| **2nd Year of Monitoring** | Teacher’s  Initials: | 1st  \_\_\_\_\_\_ | 2nd  \_\_\_\_\_\_ | 3rd  \_\_\_\_\_ | 4th  \_\_\_\_\_\_ |  |  | | | |
| Quarter | | | |
| **Rate the student’s performance in each of the following areas**  (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*) | | | | | |  | 1st | 2nd | 3rd | 4th |
| 1. The student completes assignments on-time. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student communicates effectively with teacher. - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student participates effectively in class projects.- - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student is able to work independently. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student attends class regularly. - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student displays effort and enthusiasm in class. - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - - - - - - - - - - - | | | | | | |  |  |  |  |
| 1. The student has discipline problems that interfere with his/her academic progress. - - - - - - | | | | | | |  |  |  |  |

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|  |  | 1st | 2nd | 3rd | 4th |
| Have EL strategies been implemented to respond to the language needs of the former EL? | |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Do you recommend that this student take WIDA screener test and be considered for reentry into the EL program? Explain which language domains (listening, speaking, reading, writing) prevent the student from meaningfully participating in regular instruction. |  |  |  |  |

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| *If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.* |

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

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| ***To be completed by appropriate EL staff*** |

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| **1st year of monitoring** |  | 1st | 2nd | 3rd | 4th |
| I received and reviewed this form.  *(EL staff member initials)* | | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |

***Complete the following items only if this form indicates persistence issue related to English language development:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I have collaborated with the classroom teacher to determine if there is evidence that performance in one of the four language domains prevents meaningful access** *(if the answer is “Yes”, describe the evidence in the comments section)* | | | | | |
| **1st** | **Yes No** | *Comments:* | | | | |
| **2nd** | **Yes No** | *Comments:* | | | | |
| **3rd** | **Yes No** | *Comments:* | | | | |
| **4th** | **Yes No** | *Comments:* |  |  |  | |

***NOTE:*** *A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.*

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| --- | --- | --- | --- | --- |
|  | 1st | 2nd | 3rd | 4th |
| There is evidence of a persistent English language development issue that can be addressed with EL programming. I recommend that this student be reclassified as an EL. |  |  |  |  |

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| **2nd year of monitoring** |  | 1st | 2nd | 3rd | 4th |
| I received and reviewed this form.  *(EL staff member initials)* | | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |

***Complete the following items only if this form indicates persistence issue related to English language development:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I have collaborated with the classroom teacher to determine if there is evidence that performance in one of the four language domains prevents meaningful access** *(if the answer is “Yes”, describe the evidence in the comments section)* | | | | | |
| **1st** | **Yes No** | *Comments:* | | | | |
| **2nd** | **Yes No** | *Comments:* | | | | |
| **3rd** | **Yes No** | *Comments:* | | | | |
| **4th** | **Yes No** | *Comments:* |  |  |  | |

***NOTE:*** *A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1st | 2nd | 3rd | 4th |
| There is evidence of a persistent English language development issue that can be addressed with EL programming. I recommend that this student be reclassified as an EL. |  |  |  |  |

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| **WIDA Screener Results: \_\_\_ Online \_\_\_ Paper Grade Cluster Form Used \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_** | | | | | |
| **Composite** | **Listening** | **Speaking** | **Reading** | **Writing** | **Comments:** |
|  |  |  |  |  |  |
| Did the student score proficient on the WIDA Screener? \_\_\_\_\_ Yes \_\_\_\_\_ No  Proficiency Criteria: Overall composite score of 4.5 AND a score of 4 or higher in each domain.  Students who score proficient on the WIDA Screener are **not** eligible for re-entry into the language instruction educational program (LIEP). | | | | | |
| **Parental consent is required for a former EL to reenter the LIEP** | | | | | |
| Does the parent or guardian agree to have their child re-enter the language assistance program? \_\_\_\_\_ Yes \_\_\_\_\_ No  I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent/Guardian) agree that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  should re-enter the language assistance program. I also understand that I have the right to waive EL programming at any time. I understand that students who opt out of EL programming continue to take the ACCESS test. **Date:** \_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Next Steps** | | | | | |
| * This student meets the criteria to re-enter the LIEP and the start date will be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * The district MARSS coordinator will change the student’s status to “EL – Yes” in MARSS. * The student will need to take the next ACCESS test. | | | | | |
| **LIEP Instruction and Support Plan** | | | | | |
| 1. Describe how English language development instruction will be designed to meet this student’s specific needs and strengths: 2. Describe the kinds of supports and resources that content teachers should use to help make content area instruction accessible for this student based on his/her unique strengths and needs. | | | | | |