

# Monitoring Report: Exited

## Purpose of Form:

The federal government requires us to monitor FLEP (Former Limited English Proficient) students for two years after they have exited the ESL program based on their scores on the annual ACCESS English proficiency test. The questions address academic progress in the four language domains (Listening, Speaking, Reading, and Writing) as well as overall school performance. As a classroom teacher, you observe the student regularly, and your comments and observations are important to help us assess the FLEP student's progress.

Office Use Only	
Form Number:	<b>0123445678</b>
Date Rcvd:	
In ESLReps:	Yes / No
Entered by:	

## Instructions:

Please answer the questions and return to the ESL teacher. If you have concerns about your student's lack of progress, you can add your comments and request reclassification at the end of the form. Progress will be monitored quarterly. Thanks for your cooperation!

## Student

Student Name:	Star Student	School:	Demo County School	Exited LEP:	8/25/2010
Student Number:	0123456780	Date of Birth:	12/25/2000		
Gender:	Male	Grade:	Kindergarten		

## Questions

Based on your classroom interactions with Star Student in the last **quarter**, please answer the following questions in the method indicated. The meanings for the scale-type answers are shown in the table header below.

Answer Scale Key: 1 = never/seldom 2 = sometimes 3 = often 4 = most of the time/always	(Circle one only)			
1. LISTENING: Student can understand and follow directions without repetition or visual support.	1	2	3	4
2. SPEAKING: Student can adapt language to social situations appropriate to audience.	1	2	3	4
3. READING: Student can identify elements of print in different forms (letters, words, sentences).	1	2	3	4
4. WRITING: Student can form letters and numbers legibly and writing skills are developing on grade level.	1	2	3	4
5. Student comes to class well rested and ready to learn.	1	2	3	4
6. Student completes assignments accurately and on time.	Yes		No	
7. Student needs improvement in the following work/study habits:				
8. If you recommend the student receive additional interventions or a higher intensity of ESL services, please specify the language areas in which the student needs assistance.				
9. For EXITED students only: Do you recommend this student be considered for reclassification?	Yes		No	

## Monitoring Recommendation

As a Classroom Teacher for Star Student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that: *(check option below)*

- ALL students: Student continue in his/her current status.
- EXITED students: Student needs additional instructional intervention to succeed
- DIRECT students: Student needs a higher intensity of service.
- DIRECT students: Student can be moved to a lower intensity of service.

\_\_\_\_\_  
Printed Name of Classroom Teacher

\_\_\_\_\_  
Class(es) I observed Student in

\_\_\_\_\_  
Signature of Classroom Teacher

\_\_\_\_\_  
Date Form Completed

**Note:** After signing and dating this *Monitoring Report Form*, please send it to \_\_\_\_\_ no later than \_\_\_\_\_.  
Call \_\_\_\_\_ if you have questions about the form or cannot return it by the due date.

*Thanks for your input!*