**Name of District Public Schools**

**School Year 2000-2000**

**Monitoring Academic Progress of FEL Students**

This FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require specialized ESL instruction. . In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for specialized ESL instruction.

| Student Name: | Home language: |
| --- | --- |
| Date Reclassified: | Years in U.S. Schools: |
| SASID: | DOB: |
| School: | Monitoring Year:\_\_\_\_\_\_\_\_\_\_\_\_\_ |

| **ATTENDANCE / TARDY DATA** | | | | |
| --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Attendance** |  |  |  |  |
| **Tardy** |  |  |  |  |

| **ENGLISH** | **Test Scores**  **Academic Achievement Test: OTHER:** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Term 1€ Term 2€ Term 3 € Term 4€** | | | | | |
|  | **RARELY** | **SELDOM** | **SOMETIMES** | **OFTEN** | **ALWAYS** |
| Communicates effectively in English |  |  |  |  |  |
| Homework completion |  |  |  |  |  |
| Struggles with oral expression |  |  |  |  |  |
| Struggles with written expression |  |  |  |  |  |
| Classroom participation |  |  |  |  |  |
| Discipline issues that interfere with his or her progress |  |  |  |  |  |
| Struggles with listening comprehension |  |  |  |  |  |
| Struggles with reading comprehension |  |  |  |  |  |

| **MATH** | **Test Scores**  **Academic Achievement Test: OTHER:** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Term 1€ Term 2€ Term 3 € Term 4€** | | | | | |
|  | **RARELY** | **SELDOM** | **SOMETIMES** | **OFTEN** | **ALWAYS** |
| Communicates effectively in English |  |  |  |  |  |
| Homework completion |  |  |  |  |  |
| Struggles with oral expression |  |  |  |  |  |
| Struggles with written expression |  |  |  |  |  |
| Classroom participation |  |  |  |  |  |
| Discipline issues that interfere with his or her progress |  |  |  |  |  |
| Struggles with oral comprehension |  |  |  |  |  |
| Struggles with reading comprehension |  |  |  |  |  |

| **SCIENCE** | **Test Scores**  **Academic Achievement Test: OTHER:** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Term 1€ Term 2€ Term 3 € Term 4€** | | | | | |
|  | **RARELY** | **SELDOM** | **SOMETIMES** | **OFTEN** | **ALWAYS** |
| Communicates effectively in English |  |  |  |  |  |
| Homework completion |  |  |  |  |  |
| Struggles with oral expression |  |  |  |  |  |
| Struggles with written expression |  |  |  |  |  |
| Classroom participation |  |  |  |  |  |
| Discipline issues that interfere with his or her progress |  |  |  |  |  |
| Struggles with oral comprehension |  |  |  |  |  |
| Struggles with reading comprehension |  |  |  |  |  |
| **SOCIAL STUDIES** | **Test Scores**  **Academic Achievement Test: OTHER:** | | | | | |
| **Term 1€ Term 2€ Term 3 € Term 4€** | | | | | |
|  | **RARELY** | **SELDOM** | **SOMETIMES** | **OFTEN** | **ALWAYS** |
| Communicates effectively in English |  |  |  |  |  |
| Homework completion |  |  |  |  |  |
| Struggles with oral expression |  |  |  |  |  |
| Struggles with written expression |  |  |  |  |  |
| Classroom participation |  |  |  |  |  |
| Discipline issues that interfere with his or her progress |  |  |  |  |  |
| Struggles with oral comprehension |  |  |  |  |  |
| Struggles with reading comprehension |  |  |  |  |  |

**Please, check the one that applies:**

At a meeting on (date) \_\_\_\_\_\_\_\_\_ the Language Acquisition Team reviewed the student’s performance and concluded that he/she meets grade level academic standards.

At a meeting on (date) \_\_\_\_\_\_\_\_\_ the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) \_\_\_\_\_\_.

At a meeting on (date) \_\_\_\_\_\_\_\_\_ the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

**Action Steps (check all that apply)**

* **Restore EL status**
* **After school tutoring**
* **Daytime pull-out for remediation**
* **Parent communication**
* **Summer school**
* **Other (please, explain)**

Date: \_\_\_\_\_\_\_\_\_\_

Team members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signatures: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_