

## Jefferson Parish Schools

### FORMER ENGLISH LEARNER MONITORING FORM

The following tool was developed by the National Clearing House on English Language Learner Acquisition (NCELA) based on tools used by SEAs and LEAs. This form will be used by the Jefferson Parish Public School System to track Monitor Year 1 and Monitor Year 2 former EL student progress. The tool is meant to be used at team meetings in which classroom teachers, EL teachers/specialists, and administrators (1) review each student's progress in mastering academic content standards and meeting benchmarks, and (2) determine the support and services a Monitored student may need.

## YEAR 1 FORMER EL MONITORING FORM

STUDENT INFORMATION	
Student Name:	
School Name:	
Date of Birth:	Date Entered U.S. School:
Home Language:	ELAD Exit Date:

STATE CONTENT ASSESSMENT TEST SCORES	
<b>Monitor Year 1:</b> <small>(Enter School Year)</small>	<b>Results:</b>

GRADES	
<b>Monitor Year 1:</b> <small>(Enter School Year)</small>	<b>Grades:</b>

TEACHER OBSERVATIONS YEAR 1				
Rating Scale: 1: Never 2: Seldom 3: Sometimes 4: Often 5: Always				
Characteristic	Term 1	Term 2	Term 3	Term 4
Completes class assignments on time				
Participates effectively in class discussions				
Works independently				
Completes homework assignments				
Displays effort				

ATTENDANCE AND TARDY DATA YEAR 1				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

SUMMARY AND ACTION STEPS YEAR 1	
<b>Summary</b>	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is <i>not</i> a reason the student is not meeting grade-level academic standards or benchmarks.	
3. Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is not meeting grade-level academic standards or benchmarks.	
<b>Action Steps:</b>	

<b>Date:</b>	<b>Person Completing the Form and Title:</b>
	<b>Team Members: (Print Names and Titles of all members here)</b>

Team Member Signatures:


Parent Signature: \_\_\_\_\_

Date \_\_\_\_\_

## YEAR 2 FORMER EL MONITORING FORM

STUDENT INFORMATION	
Student Name:	
School Name:	
Date of Birth:	Date Entered U.S. School:
Home Language:	ELAD Exit Date:

STATE CONTENT ASSESSMENT TEST SCORES	
<b>Monitor Year 2:</b> <small>(Enter School Year)</small>	<b>Results:</b>

GRADES	
<b>Monitor Year 2:</b> <small>(Enter School Year)</small>	<b>Grades:</b>

TEACHER OBSERVATIONS YEAR 2				
Rating Scale: 1: Never 2: Seldom 3: Sometimes 4: Often 5: Always				
Characteristic	Term 1	Term 2	Term 3	Term 4
Completes class assignments on time				
Participates effectively in class discussions				
Works independently				
Completes homework assignments				
Displays effort				

ATTENDANCE AND TARDY DATA YEAR 2				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

<b>SUMMARY AND ACTION STEPS YEAR 2</b>	
<b>Summary</b>	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is <i>not</i> a reason the student is not meeting grade-level academic standards or benchmarks.	
3. Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is not meeting grade-level academic standards or benchmarks.	
<b>Action Steps:</b>	

<b>Date:</b>	<b>Person Completing the Form and Title:</b>
	<b>Team Members: (Print Names and Titles of all members here)</b>

Team Member Signatures:


Parent Signature: \_\_\_\_\_

Date \_\_\_\_\_

## YEAR 3 FORMER EL MONITORING FORM

STUDENT INFORMATION	
Student Name:	
School Name:	
Date of Birth:	Date Entered U.S. School:
Home Language:	ELAD Exit Date:

STATE CONTENT ASSESSMENT TEST SCORES	
<b>Monitor Year 3:</b> <small>(Enter School Year)</small>	<b>Results:</b>

GRADES	
<b>Monitor Year 3:</b> <small>(Enter School Year)</small>	<b>Grades:</b>

TEACHER OBSERVATIONS YEAR 3				
Rating Scale: 1: Never 2: Seldom 3: Sometimes 4: Often 5: Always				
Characteristic	Term 1	Term 2	Term 3	Term 4
Completes class assignments on time				
Participates effectively in class discussions				
Works independently				
Completes homework assignments				
Displays effort				

ATTENDANCE AND TARDY DATA YEAR 3				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

<b>SUMMARY AND ACTION STEPS YEAR 3</b>	
<b>Summary</b>	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is <i>not</i> a reason the student is not meeting grade-level academic standards or benchmarks.	
3. Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is not meeting grade-level academic standards or benchmarks.	
<b>Action Steps:</b>	

<b>Date:</b>	<b>Person Completing the Form and Title:</b>
	<b>Team Members: (Print Names and Titles of all members here)</b>

Team Member Signatures:


Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

## YEAR 4 FORMER EL MONITORING FORM

STUDENT INFORMATION	
Student Name:	
School Name:	
Date of Birth:	Date Entered U.S. School:
Home Language:	ELAD Exit Date:

STATE CONTENT ASSESSMENT TEST SCORES	
<b>Monitor Year 4:</b> <small>(Enter School Year)</small>	<b>Results:</b>

GRADES	
<b>Monitor Year 4:</b> <small>(Enter School Year)</small>	<b>Grades:</b>

TEACHER OBSERVATIONS YEAR 4				
Rating Scale: 1: Never 2: Seldom 3: Sometimes 4: Often 5: Always				
Characteristic	Term 1	Term 2	Term 3	Term 4
Completes class assignments on time				
Participates effectively in class discussions				
Works independently				
Completes homework assignments				
Displays effort				

ATTENDANCE AND TARDY DATA YEAR 4				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

<b>SUMMARY AND ACTION STEPS YEAR 4</b>	
<b>Summary</b>	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is <i>not</i> a reason the student is not meeting grade-level academic standards or benchmarks.	
3. Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is not meeting grade-level academic standards or benchmarks.	
<b>Action Steps:</b>	

<b>Final Determination</b>	<input type="checkbox"/> <b>Student will be monitored for an additional school-year</b> <input type="checkbox"/> <b>Student no longer needs to be monitored</b> <input type="checkbox"/> <b>Student should be re-entered into the ESL program</b>
Date:	Person Completing the Form and Title: <hr/> Team Members: (Print Names and Titles of all members here) <hr/> <hr/>

Team Member Signatures:


Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_