**STUDENT INFORMATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Last Name: |  | First Name |  |
| Enrollment Date  |  | Date Released  |  |
| SOP ID#:  |  | ELP Level |  | Grade: |  |
| Content Teacher: |  |

The student listed above is no longer considered limited English proficient. He/She 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.**

The indicators below are exemplars of what a ELP LEVEL 6 student should **AT THE LEAST** be able to demonstrate with regard to reception in listening and reading and production in speaking and writing within mainstream classes in comparison with English-speaking peers.

|  |
| --- |
| **Please put an “X” by any descriptor that applies AND attach samples of work.****I = Independently completes assignments M = Minimal Assistance needed N = Needs an Intervention Plan** |
| **X** | **Listening Descriptors** **Grades 9 - 12** | **I** | **M** | **N** | **Receptive Language** | **X** | **Reading Descriptors****Grades 9 - 12** | **I** | **M** | **N** |
|  | Interpret cause-and-effect scenarios from oral discourse |  |  |  |  | Interpret grade-level literature |  |  |  |
|  | Make inferences from oral discourse containing satire, sarcasm, or humor |  |  |  |  | Synthesize grade-level expository text |  |  |  |
|  | Identify and react to subtle differences in speech and register (e.g., yperbole, satire, comedy) |  |  |  |  | Draw conclusions from different sources of informational text |  |  |  |
|  | Evaluate intent of speech and act accordingly |  |  |  |  | Infer significance of data or information in grade-level material |  |  |  |
| **X** | **Speaking Descriptors** **Grades 9 - 12** | **I** | **M** | **N** | **Responsive Language** | **X** | **Writing Descriptors****Grades 9 – 12** | **I** | **M** | **N** |
|  | Give multimedia oral presentations on grade-level material |  |  |  |  | Produce research reports from multiple sources |  |  |  |
|  | Engage in debates on context-related issues using technical language |  |  |  |  | Create original pieces that represent the use of a variety of genres and discourses |  |  |  |
|  | Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.” |  |  |  |  | Critique, peer-edit and make recommendations on others writing from rubrics |  |  |  |
|  | Negotiate meaning in pairs or group discussions |  |  |  |  | Explain, with details, phenomena, processes, and procedures |  |  |  |

**INTERVENTION PLAN DECISION**

To fulfill the requirement to monitor the success of English language proficiency (ELP) Levels 6 Year 1 and 6 Year 2 FLEP students in mainstream courses, this form will be completed **after 30 days (and after each additional 30 days)** to determine if an individual intervention plan is needed.

|  |  |  |  |
| --- | --- | --- | --- |
| Last Name: |  | First Name |  |
| IS Enrollment Date  |  | Date Released  |  |
| SOP ID#:  |  | ELP Level |  | Grade: |  |
| Content Teacher: |  |
| SOP School Program: Fairfax Juvenile Detention Center |
| **Please return document by**  |  | **to Case Manager**  |
|  |
| **DATES:** |  |  |  |  |  |
| **Report Card Grades for Current School Year** |
| **Subject** | **Reporting Period 1** | **Reporting Period 2** | **Semester 1** | **Reporting Period 3** | **Reporting Period 4** | **Semester 2** |
| English |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |
| Social Studies |  |  |  |  |  |  |
| **Virginia Standards of Learning (SOL) Results For: (DATE)** |  |
|  | Name of Test (ex, Algebra 1) | Score |
| Reading |  |  |
| Writing |  |  |
| Mathematics |  |  |
| Science |  |  |
| Social Studies |  |  |
| **Most Recent STAR Score: (DATE)** |  | **READING** |  | **MATH** |  |

|  |
| --- |
| **Based on the work this student has performed, which statement below is true.** |
|  | 1. This FLEP student has successfully met academic language expectations.
 |
|  | 1. This FLEP student has not successfully met academic language expectations and should receive instructional intervention.
 |

**If box #2 is checked, schedule meeting with the ESOL/Literacy Coach to draft an intervention plan and enter it on the next page.**

**INTERVENTION PLAN FOR**

|  |  |  |  |
| --- | --- | --- | --- |
| Last Name: |  | First Name |  |
| IS Enrollment Date  |  | Date Released  |  |
| SOP ID#:  |  | ELP Level |  | Grade: |  |

|  |
| --- |
| **INTERVENTIONS** |
| **List any intervention(s) implemented. Include start date, description of intervention.** |
| **English Teacher** |  | **Date** |  |
| **List any intervention(s) implemented. Include start date, description of intervention.** |
| **Math Teacher** |  | **Date** |  |
| **List any intervention(s) implemented. Include start date, description of intervention.** |
| **Science Teacher** |  | **Date** |  |
| **List any intervention(s) implemented. Include start date, description of intervention.** |
| **Social Studies Teacher** |  | **Date** |  |
| **List any intervention(s) implemented. Include start date, description of intervention and person(s) responsible.** |
| **Other Resources** |  | **Date** |  |