

# CONTENT MONITORING FORM FOR ENGLISH LEARNERS OR FORMER ENGLISH LEARNERS

by Kathy Zantal-Wiener and Todd Bell

The following tool is based on forms used by state and local education agencies (SEAs and LEAs), and may be useful to track an English learner's (EL's) educational progress during the school year. The tool is meant to be used at team meetings in which classroom teachers and EL specialists (1) review each student's progress in mastering academic content standards and meeting benchmarks, and (2) determine the support and services an EL may need. This form could also be modified for use in tracking the progress of former ELs during the required two-year monitoring period. The National Clearinghouse for English Language Acquisition does not guarantee the timeliness or completeness of material included. Schools and LEAs should check their SEA's policies and federal guidance to ensure compliance.

STUDENT INFORMATION	
Student Name	Date of Birth
School Name	
Date Entered U.S. Schools	
Home Language	

STATE CONTENT ASSESSMENT TEST SCORES	
Year:	Results:
Year:	Results:
Year:	Results:

GRADES	
Year:	Grades:
Year:	Grades:
Year:	Grades:
Is the student on track to graduate on time?	

## CURRENT YEAR BENCHMARKS

Subject	Team 1 Benchmark	Team 2 Benchmark	Team 3 Benchmark	Team 4 Benchmark
English/Language Arts	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level
Mathematics	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level
Science	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level
Social Studies	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level
Other	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level	___ Above grade level ___ On grade level ___ Below grade level

## TEACHER OBSERVATIONS

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				

<b>ATTENDANCE AND TARDY DATA</b>				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

<b>SUMMARY AND ACTION STEPS</b>	
Summary	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is not 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 <i>not</i> meeting grade-level academic standards or benchmarks.	
<b>Action Steps:</b>	

Date:	Person Completing the Form and Title:
	Team Members:

Source: Zantal-Wiener, K., & Bell, T. (2015). Content monitoring form for English learners or former English learners. Silver Spring, MD: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from [http://ncela.ed.gov/files/forms/content\\_monitoring\\_form.pdf](http://ncela.ed.gov/files/forms/content_monitoring_form.pdf)