**SAMPLE Monitoring Worksheet for Reclassified Fluent English Proficient Students**

**(Exited English Learner Students)**

Per state regulation 6.29.5.12 NMAC[[1]](#footnote-1) English learners (ELs), who attain an overall composite score of 4.7 or higher on the ACCESS for ELLs assessment or an overall composite score of Level 3 or higher on the Alternate ACCESS assessment, are reclassified as fluent English proficient (RFEP). RFEP students must be monitored for academic progress after exiting EL status for two subsequent school years by the school district or charter school. If a student is not making academic progress, the Multi-Layered System of Supports (MLSS) framework should be utilized to ensure students are abetted. Each district can create its own monitoring system for RFEPs, including considerations for documents used. Such documents inform the district of the effectiveness of the chosen EL program or services as well as how well the EL program(s) and instruction has succeeded in creating a foundation for continued success for RFEPs. The [English Learner Tool Kit (chapter 8)](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf) provides guidance and resources for monitoring exited EL students. Above all, let’s remember to recognize students who have reached English language proficiency!

|  |  |
| --- | --- |
| Student Name: | Grade: |
| Date EL proficiency was achieved (Must be monitored 2 years from this date) |  |
| ACCESS for ELLs Proficiency Results: |
| Overall Composite Score | **Listening** | **Speaking** | **Reading** | **Writing** | **Literacy** | **Comprehension** | **Oral Language** |
|  |  |  |  |  |  |  |  |

|  |
| --- |
| Year 1 of Monitoring |
| Monitoring Date | Content Area | How is this measured? (Formative, short cycle, state assessment) | Scores[[2]](#footnote-2) | Recommendations/Notes:What kinds of support or enrichment activities does the student need during the coming weeks or months? |
|  | English Language Arts |  | BOY | MOY | EOY |  |
|  | Mathematics |  | BOY | MOY | EOY |  |
|  | Science |  | BOY | MOY | EOY |  |
|  | Social Studies |  | BOY | MOY | EOY |  |
| Is the student participating in other programs or services? (Gifted, Special education, Bilingual Multicultural Education Program, etc.) |  |
| Are there other qualitative considerations?  |  |

|  |
| --- |
| Year 2 of Monitoring |
| Monitoring Date | Content Area | How is this measured? (Formative, short cycle, state assessment) | Scores | Recommendations/Notes:What kinds of support or enrichment activities does the student need during the coming weeks or months? |
|  | English Language Arts |  | BOY | MOY | EOY |  |
|  | Mathematics |  | BOY | MOY | EOY |  |
|  | Science |  | BOY | MOY | EOY |  |
|  | Social Studies |  | BOY | MOY | EOY |  |
| Is the student participating in other programs or services? (Gifted, Special education, Bilingual Multicultural Education Program, etc.) |  |
| Are there other qualitative considerations?  |  |

1. **NMAC 6.29.5.12 EXIT CRITERIA FOR ENGLISH LANGUAGE LEARNER STATUS:**

**A.**  English language learners attaining a composite score as determined by the department on the department-approved English language proficiency assessment will exit English language learner status and shall be reclassified as fluent English proficient. **B.** Students attaining the composite score identified in Subsection A must be monitored for academic progress for two subsequent school years by the school district. [↑](#footnote-ref-1)
2. BOY= Beginning of the year

MOY = Middle of the year

EOY = End of the year [↑](#footnote-ref-2)