



## ELP Annual Progress Review Form

Date of Review:					
Last Name:			First Name:		
SSID:			Birth Date:		
District:			School:		
Grade:		ACCESS for ELLs Tier:		Date ACCESS administered:	
Listening Proficiency:	Speaking Proficiency:	Reading Proficiency:	Writing Proficiency:	Literacy Prof.:	Composite Prof.:

### Identification Information:

MT Approved Home Language Survey used? <input type="checkbox"/> Yes <input type="checkbox"/> No					
(Keep in permanent record folder)					
Identified in other district? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Screener Used? YES/NO			<input type="checkbox"/> YES	<input type="checkbox"/> NO	
W-APT/OTHER:			<input type="checkbox"/> W-APT	<input type="checkbox"/> OTHER	
W-APT or other screener score:					
Listening Proficiency:	Speaking Proficiency:	Reading Proficiency:	Writing Proficiency:	Literacy Proficiency:	Composite Prof.:
Kindergarten W-APT score					
Listening and Speaking Raw Score		Reading Raw Score		Writing Raw Score	
Oral Proficiency Score:		Reading Skills Description		Writing Skills Description	

Other assessment data used to identify student:	Assessment	Score
Language Development Assessment		
Reading Comprehension		
Writing		
Other:		
EL Identification Date (AIM):	# Years identified as EL	

ELP Assessment Data:							
ACCESS for ELLs							
Current Year:				Meets ELP Assessment Criteria for Exit?			
				<input type="checkbox"/> YES		<input type="checkbox"/> NO	
ACCESS for ELLs Longitudinal Data Review							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Speaking							
Listening							
Reading							
Writing							
Literacy							
Overall							

Academic Achievement (Review of other assessment data, formative, interim, summative)
Reading Comprehension
Writing

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Language Development
Classroom assessments and general academic achievement data:

<b>Progress Review:</b>
What are the student's strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data,).
What program/service adjustments can be made to address areas of weakness?
What other factors beyond ELP and academics may be impacting progress? (Social/emotional)

<b>Exit Criteria:</b>
<input type="checkbox"/> Student has met minimum criteria for ACCESS for ELLs (4.0 Literacy, 5.0 Overall)
<input type="checkbox"/> Other academic a data has been considered and student is able to fully participate in and meet grade level academic expectations.
<input type="checkbox"/> Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, other social/emotional)

**Annual Monitoring for Former EL Year 1**

What are the student’s strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data,).

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What program/service adjustments can be made to address areas of weakness?

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What other factors beyond ELP and academics may be impacting progress?  
(Social/emotional)

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**Finding:**

- Student continues to be able to fully participate in and meet grade level academic expectations on both the statewide assessment and classroom assessments.
- Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, other social/emotional)

**Annual Monitoring for Former EL Year 2**

What are the student’s strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data,).

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What program/service adjustments can be made to address areas of weakness?

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What other factors beyond ELP and academics may be impacting progress?  
(Social/emotional)

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<b>Finding:</b>	
<input type="checkbox"/>	Student continues to be able to fully participate in and meet grade level academic expectations on both the statewide assessment and classroom assessments.
<input type="checkbox"/>	Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, other social/emotional)

