



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	



Identification Information Cont...:		
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
Language Development
Classroom assessments and general academic achievement data:

Progress Review:
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)

Exit Criteria:
<input type="checkbox"/> Student has met minimum criteria for ACCESS for ELLs (4.7 overall composite).
<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).

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)

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).

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)

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)