

Dual-identified status and services coordination note, language-domain progress tracking in the home language and in English, an English proficiency growth log, a goal-by-domain summary, a cumulative tracker and graph, progress notes, a quarterly progress check, and a home communication note written plainly enough to translate.

EXAMPLE 1 A Domain Tracker and a Summary, Filled In

An invented third-grade. Every name, number and date is made up. Notice how little writing it takes once the numbers are already on the page.

Domain tracking (pages 9–) Minn T, grade 3 (invented)

HOME LANGUAGE				
Vocabulary:				
RATING SCALE USED				
0–4, team-defined on page 5—4 is important; 0 is not				
CACE NARRATOR / BOB, SPECIALIST				
Dr. Doyle / M. Alvarez				

DATE	DOMAIN	TASK OR CONTEXT	RATING	NOTES
Sept 8	Listening	Following 2-step oral directions	2	Needed the allocation recorded once
Sept 22	Speaking	Retelling a story to a friend	2	Mostly single words; gestures filled the gaps
Oct 6	Reading	Guided reading, grade-2 text	3	Depended independently; needed support with vocabulary
Oct 20	Writing	Journal entry, 3 sentences	2	Wrote with support, ideas were clear
Nov 3	Speaking	Retelling a story to a partner	3	Full sentences; needed one

English Proficiency Growth Log (page 10), two administrations

DATE	INSTRUMENT	COMPOSITE (AS REPORTED)	DOMAIN (IN %)	ST
Spring 1	Distinct English proficiency screener	Level 2	R2 W2 S2 L3	ESOL teacher
Spring 2	Same instrument	Level 3	R3 W2 S3 L3	ESOL teacher

Every number in this example came from a dated row already on the tracking sheet above: The Speaking baseline in the Sept 22 row, the current level is the Nov 3 row.

Which Sheet for Which Purpose

Match the question to a sheet once, and write the page number on the roster. After that nobody has to think about it.

IF THE QUESTION IS	USE	WHERE
Tracking growth in reading, writing, speaking or listening, in either language	Home language or English domain progress tracking sheet	Pages 8, 9
Tracking overall English proficiency growth across the year or across years	English Proficiency Growth Log	Page 10
Which services and ELL supports a student receives, and who provides each one	Dual-Identified Status and Services Coordination Note	Page 7
Summarizing one goal by domain, language, baseline and current level	Goal-by-Domain Summary	Page 11
Any goal, across the quarter	Cumulative tracker and graph, then the quarterly progress check	Pages 12, 13, 15
What to send home after a check-in or a unit	Home Communication Note	Page 16
Setting a data point down right after it happens	Progress Notes	Page 14

What this file is not

Not a proficiency test, a language screener, or a placement tool — it never scores proficiency, decides language dominance, or sets a proficiency scale; those stay blank lines for the district's own instrument and the team's decision. And it is not the SLP's file: for articulation and speech-sound therapy in two languages, use Bilingual Speech Therapy and Language Development Progress Tracking Data Sheets instead. This file tracks general academic reading, writing, speaking and listening progress for a dual-identified student.

The three habits the file assumes

- ☐ The domain and language are written at the top of every tracking sheet before the first entry.
- ☐ A new rating goes from the tracking sheet to the cumulative tracker (page 12) the same week.
- ☐ A services coordination note (page 7) gets updated whenever a service or an ELL support changes, not just at the annual review.

How the paper moves

WHEN	WHAT
Set-up	Roster (6), coordination note (7), rating scale defined on page 5
Every observation	A row on the home-language (8) or English (9) tracking sheet; a progress note (14) if something changed
Every formal measurement	A row on the English Proficiency Growth Log (10)
Every quarter	Tracker (12) and graph (13) updated, goal summary (11) and quarterly check (15) written from them, home note (16) sent home

SETUP

Dual-Identified Status and Services Coordination Note

Every service and every ELL support this student receives, who provides it, and in which language — so the IEP team and the EL team are reading the same list.

STUDENT

CASE MANAGER

ESOL / EL TEACHER

UPDATED

SERVICE OR SUPPORT	PROVIDER	FREQUENCY / MINUTES	LANGUAGE OF DELIVERY	COORDINATION NOTE

How the two teams stay in sync

Who meets with whom, how often, and where this note gets shared.

What this page is not

This page does not decide which services a student receives or how often; it only holds what the team has already decided, in one place, so the IEP team and the EL team are working from the same list instead of two different ones.

Update it whenever a service or an ELL support changes, not only at the annual review.

TRACKING Home Language (L1) Domain Progress Tracking Sheet

One row per observation, in the home language. The task, the rating and what it means for services are the team's own; this sheet only holds the date and the number.

STUDENT

LANGUAGE: HOME LANGUAGE
(L1)

RATING SCALE USED (PAGE 5)

OBSERVED / ADMINISTERED BY

[illegible]

What this sheet does and does not do

It holds the date, the domain and the rating your team assigned. It does not define what the rating means for services or compare the two languages against each other — that reading belongs to the team.

Trend across entries, in one line

The mirror of page 8, in English. Reading, writing, speaking and listening are tracked the same way in both languages so growth in one is never mistaken for a gap in the other.

STUDENT	LANGUAGE: ENGLISH	RATING SCALE USED (PAGE 5)	OBSERVED / ADMINISTERED BY
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[illegible]

What this sheet does and does not do

It holds the date, the domain and the rating your team assigned. It does not define what the rating means for services or compare the two languages against each other — that reading belongs to the team.

Trend across entries, in one line

TRACKING

English Proficiency Growth Log

One row per formal measurement — a screener, an annual assessment, whatever your district gives. This is a different record from pages 8 and 9: fewer rows, one per administration, across years.

STUDENT

HOME LANGUAGE (L1)

GRADE

UPDATED

DATE	INSTRUMENT USED (DISTRICT'S OWN)	COMPOSITE SCORE / LEVEL (AS REPORTED)	DOMAIN SCORES IF GIVEN (R / W / S / L)	ADMINISTERED BY

A different record from pages 8 and 9

This log holds one row per formal measurement — a screener or an annual assessment, not a classroom observation. It does not name a scale or say what a score means for services; that reading belongs to the instrument’s own manual and the team.

Trend across administrations, in one line

Progress Graph

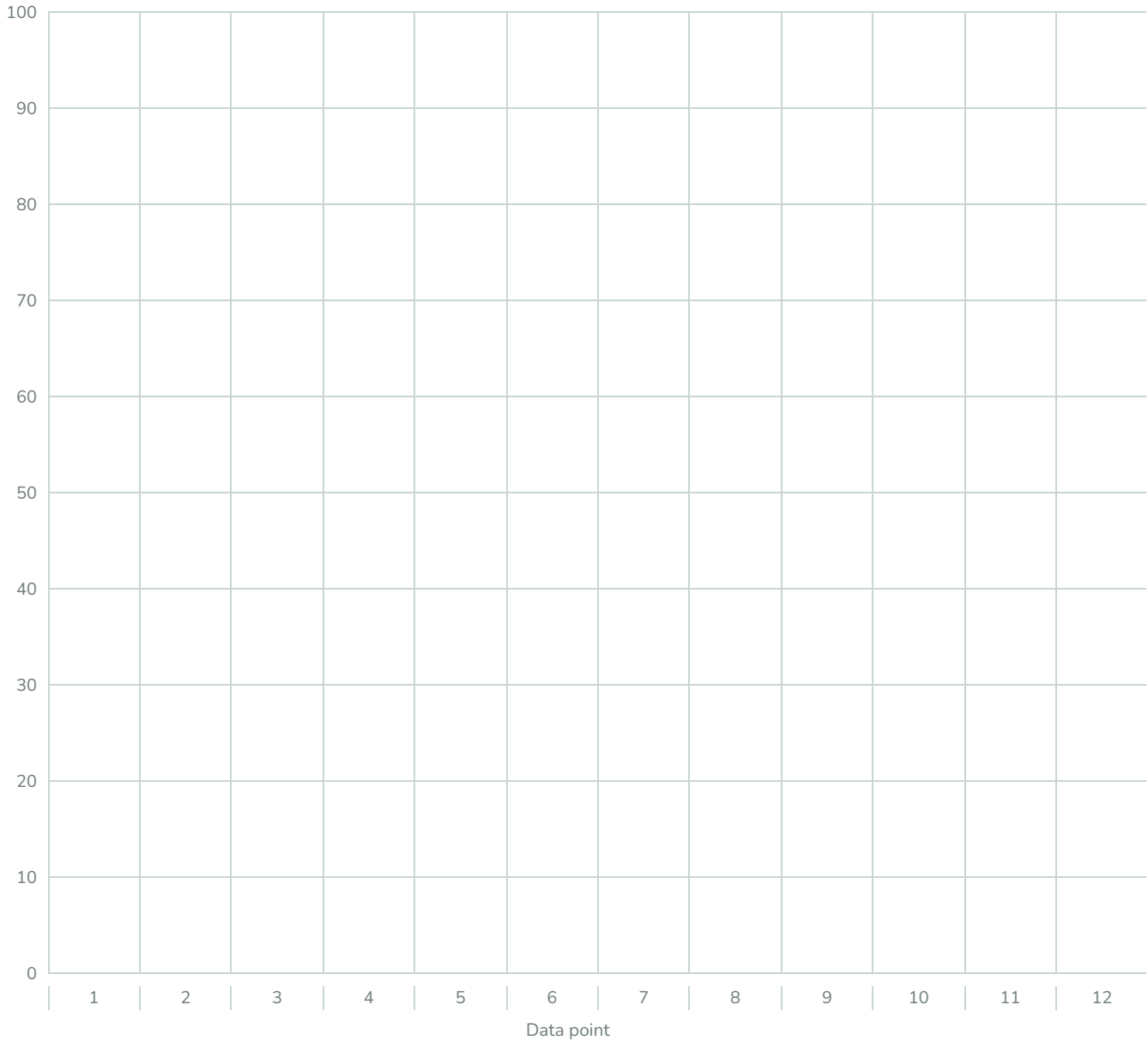
Plot the tracker. The aim line is the target the team wrote in; the dots are the data points. Three dots below the line in a row is a conversation, not a wait.

STUDENT

GOAL (SHORT)

CRITERION / AIM

SCORE (RATING, PERCENT, OR PROFICIENCY LEVEL — LABEL IT)



DATA POINT	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

EXAMPLE

A Domain Tracker and a Summary, Filled In

An invented third-grader. Every name, number and date is made up. Notice how little writing it takes once the numbers are already on the page.

Domain tracking (pages 8–9) — Minh T., grade 3 (invented)

HOME LANGUAGE

Vietnamese

RATING SCALE USED

0–4, team-defined on page 5 — 4 is independent, 0 is no attempt

CASE MANAGER / ESOL SPECIALIST

R. Doyle / M. Alvarez

DATE	DOMAIN	TASK OR CONTEXT	RATING	NOTES
Sept 8	Listening	Following 2-step oral directions	2	Needed the direction repeated once
Sept 22	Speaking	Retelling a story to a partner	2	Mostly single words; gestures filled the gaps
Oct 6	Reading	Guided reading, grade-2 text	3	Decoded independently; needed support with vocabulary
Oct 20	Writing	Journal entry, 3 sentences	2	Wrote with support; ideas were clear
Nov 3	Speaking	Retelling a story to a partner	3	Full sentences; needed one prompt

English Proficiency Growth Log (page 10), two administrations

DATE	INSTRUMENT	COMPOSITE (AS REPORTED)	DOMAIN (R/W/S/L)	BY
Spring, Yr 1	District English proficiency screener	Level 2	R2 W2 S2 L3	ESOL teacher
Spring, Yr 2	Same instrument	Level 3	R3 W2 S3 L3	ESOL teacher

Every number in this example came from a dated row already on the tracking sheet above: the Speaking baseline is the Sept 22 row, the current level is the Nov 3 row.

Goal-by-Domain Summary (page 11) and Quarterly Progress Check (page 15), the same goal

GOAL (SHORT)	DOMAIN	LANGUAGE	BASELINE	CURRENT LEVEL	TARGET
Retell a story in 3–4 complete sentences	Speaking	English	Sept 22: rating 2 (single words, gestures)	Nov 3: rating 3 (full sentences, one prompt)	Rating 4, independent

GOAL (SHORT, DOMAIN, LANGUAGE)	BASELINE (DATE)	CURRENT LEVEL (DATE)	STATUS	ONE SENTENCE
Retell a story (Speaking, English)	Sept 22 — rating 2	Nov 3 — rating 3, from tracker	SP	Baseline on Sept 22 was a rating of 2, mostly single words and gestures; by Nov 3 Minh retold the story in full sentences with one prompt, a rating of 3, moving toward the team's target of 4.