

English Learner Progress Monitoring



What Is Inside, and Where

24 pages: three sections, a worked example and a set of binder tabs. No page here names a proficiency instrument, a program model, or when a student enters or exits EL services; every one of those is your team's own decision.

Before you begin

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**Start Here —
Three Steps**
START HERE

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**Binder Cover and
Divider Tabs**
SETUP

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01 Set Up the EL Caseload

PAGES 7–9



**Code Key:
Proficiency Levels
and Trial Marks**
SETUP

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**EL Caseload
Roster**
ROSTER

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**Language
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Service Log**
LOG

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02 Take the Four-Domain Data

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**Listening
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**Speaking
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**Reading Level
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**Writing Sample
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**Academic
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03 Track, Report and Share

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**Cumulative
Proficiency Tracker**
TRACKER

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**English Proficiency
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**Quarterly
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**Family Update —
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**Classroom
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Worked example

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**A Language
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Start Here — Three Steps



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Print the binder cover and divider tabs (page 5) once at the start of a cycle, and type the code key (page 7), roster and language background page once per student.



2

Take the data across four domains

Pick the sheet that matches what you are observing that day — listening, speaking, reading, or writing — the contents page names the page for each.

Log new academic vocabulary as it comes up (page 15); it takes less time logged the day it is noticed than reconstructed later.



3

Roll up and share

Copy the level from each data sheet onto the tracker (page 17) at each measurement point, and plot the graph (page 18) once a quarter.

The family update (page 20) and the classroom carryover check-in (page 21) are ready to send as soon as a data sheet is filled — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a proficiency instrument or draw the graph. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a proficiency test, not a language screener, and not an English-language curriculum. Nothing here names a state ELP assessment, a proficiency scale, or a program model, and nothing decides when a student enters or exits EL services; you write those in from your own instrument and your team's decision. The sheets only make sure the observation gets written down.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

I need more rows than a sheet holds. Print the sheet again and continue the dates across a second copy; the tracker only needs the latest level from each measurement point.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in sheet is a student record: initials only on anything that leaves your hands, first name only on the family update and the classroom check-in. Print the code key, roster and language background page once and keep them at the front; the tracker, graph and quarterly assessment stay on top of each student's data sheets so the trend is the first thing anyone finds.

DATA

Listening Comprehension Trial Log

One row per observation: daily instructions, academic vocabulary in context, or a multi-step direction, and how many were followed without repetition.

STUDENT		OBSERVER		SETTING		INSTRUCTIONS GIVEN IN
#	DATE	TASK TYPE (DAILY INSTRUCTION / ACADEMIC VOCABULARY / MULTI-STEP DIRECTION)	GIVEN	FOLLOWED WITHOUT REPETITION	PERCENT	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

THE ARITHMETIC, EVERY TIME

Percent = number followed without repetition ÷ number given, rounded to the nearest whole percent. Repeating or rephrasing the direction once and then getting it followed is recorded in the notes column, not counted as a miss.

WHAT “UNDERSTOOD” LOOKS LIKE, NOT WHY

Describe what was observed — followed the direction, asked a peer, watched and copied — never a label for the student. A pattern across several rows is for the quarterly assessment (page 19) to weigh, not a conclusion this page reaches on its own.

DATA

Speaking Proficiency Log

One language sample per row. A simple count, not a standardized measure: sentence length, how many different words were used, and a grammar-accuracy rating you define once.

STUDENT	ACTIVITY / PROMPT				SAMPLE LENGTH (MINUTES)	OBSERVER	
#	DATE	UTTERANCES	TOTAL WORDS	AVG. SENTENCE LENGTH (WORDS)	DISTINCT WORDS USED	VOCABULARY DIVERSITY %	GRAMMAR RATING
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

THE ARITHMETIC, EVERY TIME

Average sentence length = total words ÷ utterances. Vocabulary diversity percent = distinct words used ÷ total words, rounded to the nearest whole percent. A simple count from one sample, not a standardized measure, and not a substitute for your state’s ELP assessment.

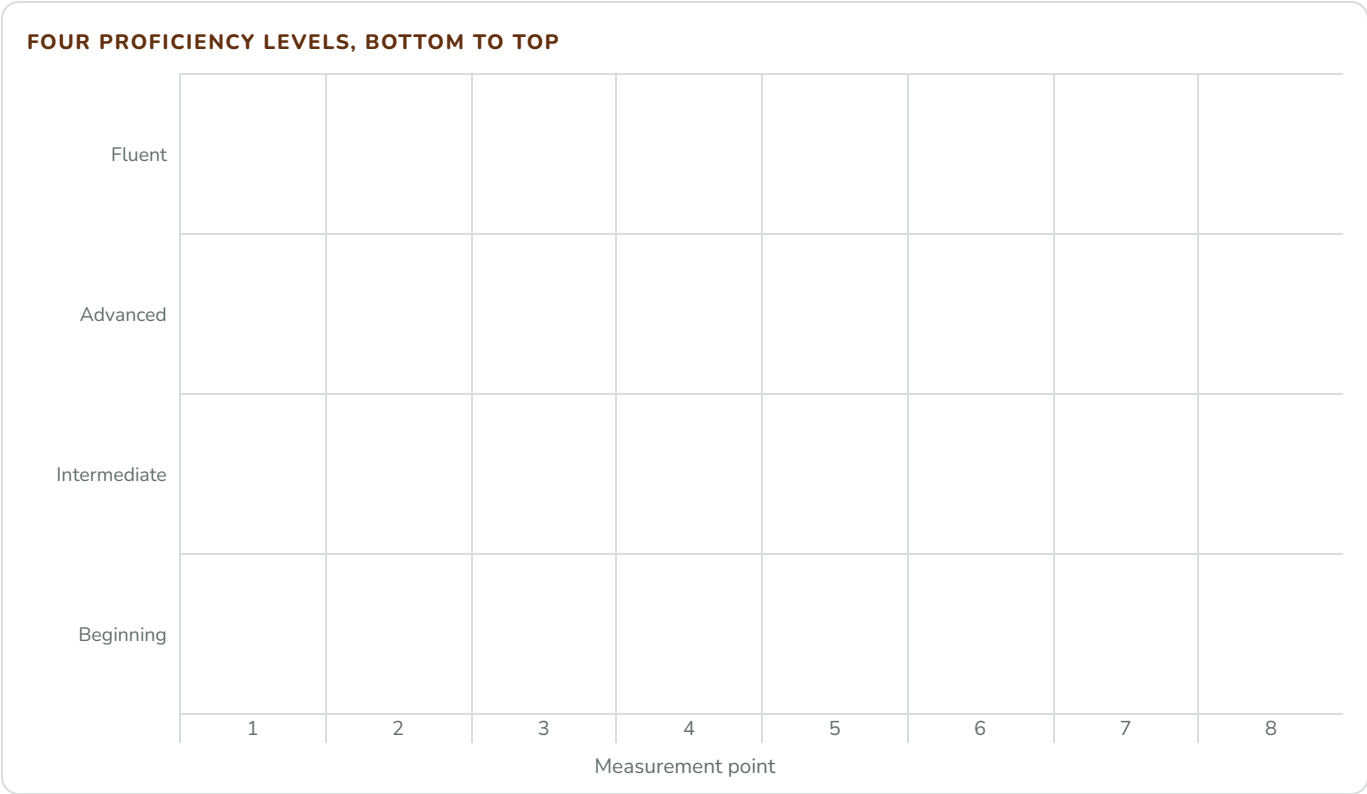
GRAMMAR ACCURACY RATING SCALE (DEFINE ONCE)

 TRACKER

English Proficiency Growth Graph

Plot one domain at a time. A line that sits flat for several measurement points in a row is a conversation with the team, not a longer wait.

STUDENT	DOMAIN BEING PLOTTED (L / S / R / W)	INSTRUMENT USED	TEAM



POINT	1	2	3	4	5	6	7	8
Date								
Level								

READING IT

A line that rises across measurement points is growth. A line that sits flat for three points in a row is a conversation with the team — check the instrument, the setting, and whether the program model changed — and belongs on the quarterly assessment (page 19), not a longer wait.

TRACKING MORE THAN ONE DOMAIN ON THIS PAGE

Print a separate copy for each of the four domains, or plot each domain in a different color or symbol on one copy and note the key here:

 **NOTES**

Family Update — Language Development

Goes home each quarter, ready to send as printed or typed. No codes, no percents — the data sheets already have those.

STUDENT	DATE	FROM (TEACHER)

THIS QUARTER YOUR CHILD WORKED ON

In plain words, no codes or levels.

.....

.....

.....

SOMETHING THAT WENT WELL

.....

.....

.....

ONE THING TO PRACTICE AT HOME THIS WEEK (TEN MINUTES, NO MATERIALS TO BUY)

.....

.....

.....

WORDS WE ARE LEARNING IN CLASS (SAY THEM TOGETHER)

.....

.....

.....

WE PRACTICED TOGETHER (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

ANYTHING YOU WOULD LIKE THE TEACHER TO KNOW

.....

QUESTIONS? BEST WAY TO REACH ME

.....

HOME LANGUAGE FOR A TRANSLATED COPY (WRITE IT HERE; ASK YOUR SCHOOL'S INTERPRETER OR TRANSLATION SERVICE)

.....

EXAMPLE

A Language Development File, Filled In

SAMPLE · INVENTED STUDENT

Diego R., grade 3, and his EL teacher Ms. Alvarez (invented, not real people). Home language Spanish. Fall semester of the year he entered EL services, September through December.

LISTENING COMPREHENSION TRIAL LOG (PAGE 11)

DATE	TASK TYPE	GIVEN	FOLLOWED	%
Sep 15	Daily instruction	10	6	60%
Oct 20	Academic vocabulary	10	7	70%
Nov 17	Multi-step direction	10	9	90%

SPEAKING PROFICIENCY LOG (PAGE 12)

DATE	WORDS	DISTINCT	AVG. LENGTH	DIVERSITY %
Sep 20	42	18	4.2 words	43%
Oct 25	55	25	5.5 words	45%
Dec 1	68	31	6.8 words	46%

READING LEVEL TRACKER (PAGE 13)

DATE	TEXT LEVEL	CORRECT / GIVEN	COMPREHENSION %
Sep 22	Level C (program label)	3 / 4	75%
Oct 27	Level C (program label)	4 / 5	80%
Dec 3	Level C (program label)	5 / 5	100%

WRITING SAMPLE COLLECTION LOG (PAGE 14)

DATE	PROMPT	LENGTH (WORDS)	WHAT CHANGED
Sep 29	My weekend	38	—
Dec 8	A place I want to visit	61	Two more complete sentences, less reliance on translated phrases

QUARTERLY PROFICIENCY-LEVEL ASSESSMENT (PAGE 19)

DOMAIN	BASELINE	CURRENT	STATUS
Listening	BEG (Sep 8)	INT (Jan 12)	Growth
Speaking	BEG (Sep 8)	INT (Jan 12)	Growth
Reading	BEG (Sep 8)	INT (Jan 12)	Growth
Writing	BEG (Sep 8)	BEG (Jan 12)	Same

HOW EVERY NUMBER CHECKS OUT

- ☐ Listening percent: followed ÷ 10 given — 6, 7, 9 followed give 60%, 70%, 90%.
- ☐ Speaking average length: total words ÷ 10 utterances — 42, 55, 68 words give 4.2, 5.5, 6.8 words; vocabulary diversity: distinct ÷ total — 18, 25, 31 distinct give 43%, 45%, 46%.
- ☐ Reading comprehension: correct ÷ given — 3, 4, 5 of 4, 5, 5 give 75%, 80%, 100%.
- ☐ Writing sample length grew from 38 to 61 words across the two samples shown.
- ☐ Three of the four domains moved from Beginning to Intermediate this reporting period; writing held at Beginning, which is why the quarterly assessment marks it “Same” rather than growth.