

English as a Second Language

Quarterly Monitoring for English Learners Guidance

[Tennessee State Board Rule 0520-01-19-.03\(6\)](#) establishes the required quarterly monitoring requirements for English Learners (ELs).

Teachers shall monitor the academic and English language proficiency growth of EL students through benchmarking, progress-monitoring, formative assessments, and/or summative assessments at least quarterly. If an EL student is not meeting the growth expectations identified in his or her Individualized Learning Plan (ILP), the student shall receive differentiated support so that he or she may advance more rapidly toward English language proficiency (ELP). Supports shall be implemented promptly after the ILP team has determined the student is not on the expected growth trajectory.ⁱ

Local educational agencies (LEAs) are required to develop and implement an ILP Oversight Plan, which includes quarterly monitoring of ILPs. The purpose of monitoring the ILPs is to determine whether an EL is advancing his or her ELP in addition to academic growth. Academic growth is determined by classroom assessments, benchmark data, universal reading screeners, summative/formative assessments, and other data points.

ILP goals for ELs are short-term goals that help the student proceed to the next proficiency level in the four domains of language: reading, writing, speaking, and listening.ⁱⁱ Therefore, data used for monitoring ILP goal achievement should be based on ELP. Data may include, but is not limited to, the following:

- formative assessments which include language proficiency questions within the content areas
- summative assessments which include language proficiency questions within the content areas
- anecdotal evidence about language proficiency within the classroom
- work samples including specific language proficiency skills
- speaking samples within the content areas
- ELP monitoring assessments [e.g., Pearson Test of English Language Learning (TELL), WIDA MODEL]
- LEA developed ELP monitoring assessments, including language proficiency questions in the language domains and within the content areas

If an EL student is not meeting the growth expectations within his or her ILP, the student shall receive differentiated support in order to advance toward ELP more rapidly. These differentiated supports shall be implemented promptly once the ILP team has determined the student is not on the expected language growth trajectory.ⁱⁱⁱ

ⁱ Tenn. R. & Regs. 0520-01-19-.03(6)

ⁱⁱ Tenn. R. & Regs. 0520-01-19-.03(4)(a)(7)

ⁱⁱⁱ Tenn. R. & Regs. 0520-01-19-.03(6)