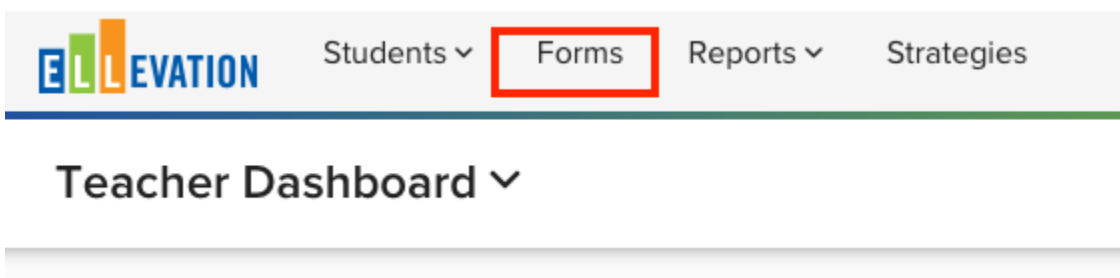# Yearly Exit Interviews

- **Yearly Exit Interviews should be completed each fall.**
- They are only conducted for students that tested proficient on WIDA the previous Spring (overall composite of at least 4.2 and a speaking score of at least 3.5).
- Exit Interviews are only completed once for a student and are done to move students into monitoring after testing proficient on WIDA.
- Once students test proficient on WIDA and are exited, they no longer need to take the WIDA test. However, they will still receive services as a monitored student for four years.

- **For help filling out the forms, view this video.**

- To view the form cycle, log in to ELLevationeducation.com. Then follow these steps:

  1. Click on the **Forms** menu.
  2. Click on the **Cycle Name** that applies to you, they are titled with the following information:
     - Current School Year
     - Exit Interviews
     - Elementary or Secondary

Elementary interviews can be completed by classroom teachers with the support of their admin and/or instructional coach. It is recommended to do these during Fall Parent Teacher Conferences.

Secondary interviews can be completed by ML Task Force members with the support of their admin, ELD Lead, and/or counselors. It is recommended to do these during Fall Parent Teacher Conferences.

Cycle Name ⇕

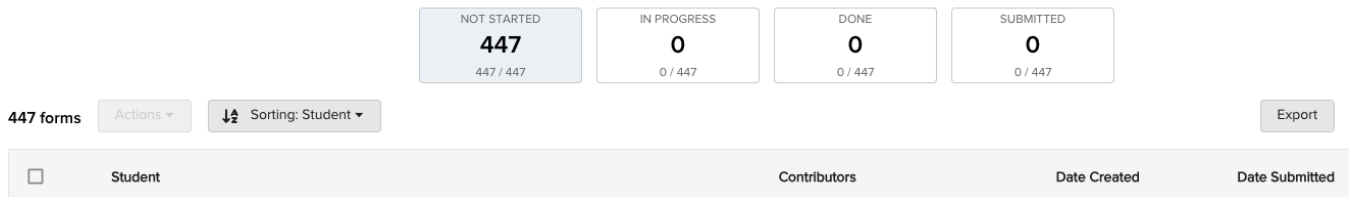### 2024 Exit Interviews - Elementary

- Your school's exit interviews will be displayed for the current school year. Your numbers will reflect the number of students you have needing an exit interview at your school.
- Students who are newly exited are also in year 1 of monitoring, so be sure that monitoring forms are completed for these students quarterly by their teacher(s).
- To view Monitoring Form instructions, click here.

< Back to All Forms

2024 Exit Interviews -
Due Date: October 31, 2024

NOT STARTED	IN PROGRESS	DONE	SUBMITTED
447	**0**	**0**	**0**
447 / 447	0 / 447	0 / 447	0 / 447

447 forms   Actions ▾   ↓↑ Sorting: Student ▾   Export

☐	Student		Contributors	Date Created	Date Submitted

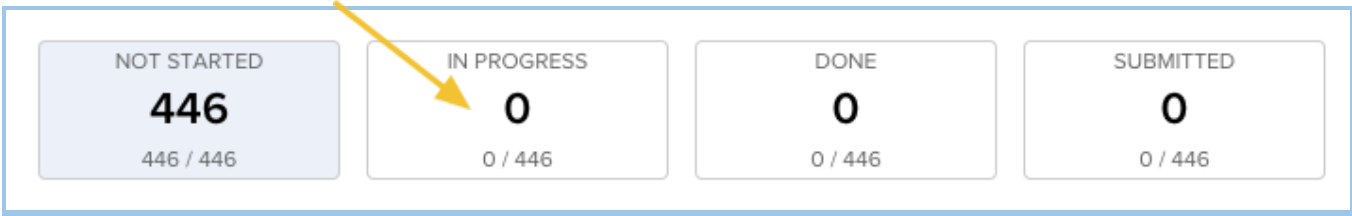## NOT STARTED
The first box indicates students who need monitoring forms completed, but have not yet been started by their teachers.

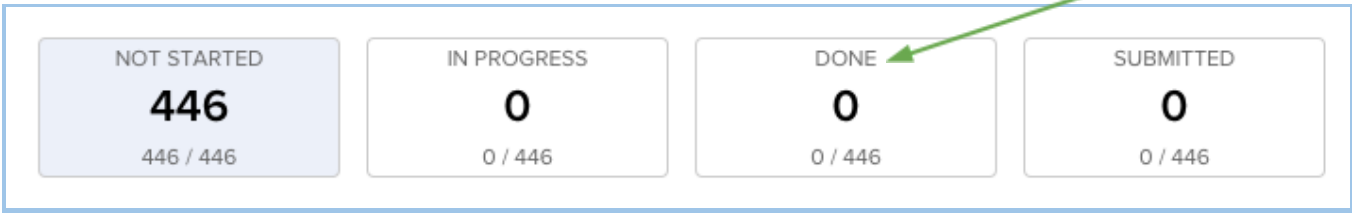| NOT STARTED	IN PROGRESS	DONE	SUBMITTED
446	**0**	**0**	**0**
446 / 446	0 / 446	0 / 446	0 / 446
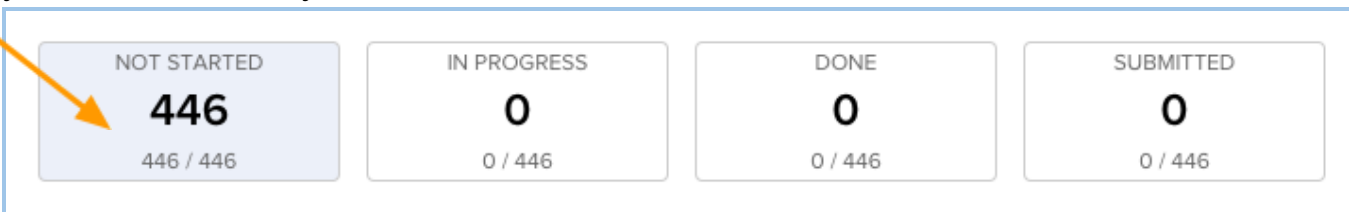
IN PROGRESS
The second box indicates the number of students whose forms have been open by the teachers

DONE

The third box indicates the number of students whose teachers have completed the forms.

SUBMITTED

The third box indicates the number of students whose teachers have fully submitted the forms by clicking the "Submit" button

As teachers complete the interview forms, the numbers in the boxes will change because the status of the forms will change (from in progress to done, etc.).

An example of the Exit Interview form is shared below for your reference

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District: Jordan School District, UT
Form Name: JSD Exit Interview

Name: Manya Blok
Student ID: 10012410352
School: Bethel Junior High School

Student Demographics

Name	Manya Blok	Student ID	10012410352	Grade	8
EL/ML Status	Exited Monitored	District Enrollment	5/26/2005	Entered EL/ML	9/6/2006
Exited EL/ML	3/10/2017	Home Language	Cape Verdean	Native Language	Russian

Form Date

| MM/DD/YYYY | 🗓 |

PURPOSE: When a student achieves a Level 4.2 (or higher) on the WIDA composite AND a Level 3.5 (or higher) on Speaking, the student is recognized as English proficient on the annual English Language Proficiency Test. However, to exit the Language Services Program the student must also have a School Team Meeting with the student and the family to determine whether the student can achieve academic growth in English Language Arts, Mathematics, and Science without the established Language Services Program.

ELP Tests

Name and Date	Result
EXAMPLE DATA -- Test for ELLs 11/01/2020	**Composite** — 1 2 3 4 5 6 — 4 (555) **Listening** — 1 2 3 4 5 6 — 5 (444) **Speaking** — 1 2 3 4 5 6 — 4 (333) **Oral** — 1 2 3 4 5 6 — 5 (523) **Reading** — 1 2 3 4 5 6 — 4 (324) **Writing** — 1 2 3 4 5 6 — 5 (532) **Comprehension** — 1 2 3 4 5 6 — 3 (244) **Literacy** — 1 2 3 4 5 6 — 4 (343)

Based on samples of student work please assess the student's capacity on the rubric below:

Demonstrated Academic Language Use

Maintains progress when assignments use academic language & vocabulary in specific content areas.

* Required

○ (3) Competent

○ (2) Skillful

○ (1) Approaching

○ Not applicable

Growth Towards Content Standards

Accomplish learning tasks appropriate to grade level content standards, through both productive and receptive language functions, that is speaking and writing; listening and reading.

* Required

○ (3) Competent

○ (2) Skillful

○ (1) Approaching

○ Not applicable

Parent/Guardian Contact Date

* Required

[MM/DD/YYYY 📅]

Parent/Guardian Contact Method

☐ Phone call

☐ Text message

☐ Face-to-face meeting/conference

☐ Email

☐ Letter home

☐ None at this time

☐ Other

Additional Notes:

[ ]

EL Exit Decision

* Required

○ Yes, the student will be exited from the Language Services Program and be monitored for the next 4 years to ensure continued progress in achieving academic success.

○ Pending state test results, student will be reclassified

○ No, the student will NOT be exited from the Language Services Program until the student achieves sufficient gains on annual English Language Proficiency assessment, specifically in reading and writing.

The following documented conversation guide will be included in the EL Folder and reviewed each year to ensure sufficient support for increased student success in the regular education program. Please complete notes for each section.

Note

Please be sure to write in complete sentences or reference the question number for clarity in Notes tab.

What supports will be available to the student to maintain progress and accomplish learning tasks appropriate to grade level content standards?

(For example: access to grade level content in all classes, continued access to advanced placement/gifted & talented programs, counseling, college access advisor, and extra help from teachers during class and enrichment time, after school tutoring, study skill classes, specific language interventions coordinated by ELD lead as requested)

Note

Indicate any goals to ensure continued progress toward grade level content standards.

(For example: Attendance, End of Year Benchmark Goals, On Track for Graduation, Grade-Level Assessments, RISE, Acadience, College & Career Readiness, ASPIRE+, etc.)

Note

What follow-up is necessary to support the student in meeting these goals?

(For example: monitoring will be completed quarterly by core content teachers, ELD Lead will review data each quarter to ensure student's progress)

Note

- What opportunities for equitable access are available at the school/district?

(For example: access to participate in clubs, sports, extra-curricular activities, advanced placement classes, etc.)

- In what opportunities has the student already participated?

- How will the school ensure that the student can access these opportunities?