



RESOURCE 8.9

Monitoring and Evaluating MLs' Acquisition of English and Grade-Level Content and Successful Transition From Language Assistance Programming

1. What steps are we taking to monitor and evaluate MLs in language assistance programs to ensure their progress in acquiring English proficiency and grade-level content knowledge, exit ML students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied?
2. What resources are we using to demonstrate each ML's acquisition of English and grade-level content and successful transition out of our language assistance programming? (Refer to the resources found in Chapters 3, 4, and 5.)
3. What might we do to strengthen what we are doing to support MLs in language assistance programming and better ensure their smooth and successful transition out of that programming?
4. What professional readings or school/district documents should be included?
5. What cultural and linguistic considerations do we need to address?
6. What additional questions should we ask about our language assistance programming and successful transition from programming that we have not yet included?
7. What type of professional growth do we need in order to support everyone in our school/district knowing about the ways we monitor and evaluate MLs in language assistance programs and successful transition out of the programming?