

Guidance for Out-of-State Multilingual Learners (MLs)

Part I: Multilingual Learners (MLs) entering Maryland from out-of-state and enrolling for the first time in Maryland Public Schools may be eligible for English Language Development (ELD) services immediately upon enrollment.

State	Scenario	Action
WIDA Consortium States	Student enrolls with documented WIDA ACCESS scores with an overall composite score of at least a 4.5 for ACCESS for Kindergarten and ACCESS Online/paper OR PL 4 for Alternate ACCESS.	Do not rescreen. EL end date is a day after the student enrolls in the LEA.
	Student enrolls with documented WIDA ACCESS scores with an overall composite score below a 4.5 for ACCESS for Kindergarten and ACCESS Online/paper OR PL 4 for Alternate ACCESS.	Do not rescreen. Use most recent WIDA ACCESS score for ELD placement.
	Student enrolls with documented WIDA Screener scores below a 4.5 for ACCESS for Kindergarten and ACCESS Online/paper OR PL 4 for Alternate ACCESS.	Do not rescreen. Use most recent WIDA Screener score for ELD placement.
	Student enrolls with documentation of meeting English Language Proficiency requirements in another state. <i>This policy applies to WIDA and non-WIDA states.</i>	Do not rescreen. Reciprocity for exit status. EL end date is a day after the student enrolls in the LEA.
	Student enrolls with documented WIDA ACCESS scores older than a year indicating an overall composite score below a 4.5 for ACCESS for Kindergarten and ACCESS Online/paper OR PL 4 for Alternate ACCESS.*	Rescreen. Follow MD process for ML identification.
Other	Student enrolls with no documented English Language Proficiency assessment scores.*	Rescreen. Follow MD process for ML identification.
	Student enrolls with English Language Proficiency assessment scores from a non-WIDA state.*	

*If the student does not meet MD's eligibility criteria for English language development (ELD) programs, then use the rescreening date as the student's EL End Date.

Reclassification of Exited Multilingual Learners (MLs)

Part II: The process below can be used for students who scored proficient and did not qualify for English language development (ELD) programs or for English learner (ELs) who exited from ELD programs.

1. The local school system may identify additional criteria by which students may be considered for reentry into ELD programs but must convene an EL committee to address the following multiple measures:
 - ELD and content teacher recommendations based objectively on classroom observations, student work samples, and formative assessments;
 - Results of timely and appropriate instructional interventions that have been provided to the student;
 - Modifications and accommodations that have been provided to the student during instruction; and
 - Most recent English language proficiency test scores.
2. If it is determined that the student demonstrates language acquisition-related concerns, the student must be reevaluated and qualify for the ELD program using the English language proficiency placement test.
3. The decision of the EL committee must be documented and filed in the student's cumulative folder.
4. The local school system should provide parents of MLs with the rescreening results. If the student qualifies for reentry into the ELD program, the local school system must follow the parent notification protocol defined in the Every Student Succeeds Act.