

This document contains guidance on the identification and placement process for newly arrived multilingual learners (MLs) in your state. WIDA and the Maine Department of Education have worked together to provide this outline of policies, procedures, assessment options, test administrator training requirements, and criteria for placement in ML services. This document is updated each spring and throughout the year per SEA request.

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For questions related to WIDA’s website, resources, or assessments, please contact the WIDA Client Services Center at help@wida.us or (866) 276-7735.

Initial Assessment and Identification

Questions/Topic	State-specific Guidance
Process Overview	<p>Multilingual learners (MLs) are identified through the Language Use Survey and administration of an English language proficiency screener.</p> <p>*Note that in Maine, students who have a primary/home language other than (or in addition to) English and are not yet proficient in English are referred to as <i>multilingual learners (MLs)</i>. Such students were formerly referred to as <i>English learners (ELs)</i>. See this notice about the change in terminology: Honoring and Celebrating All Languages Spoken By Maine Students With the Shift to Multilingual Learners Terminology. The English language acquisition programs MLs participate in are referred to as English for Speakers of Other Languages (ESOL) programs.</p>

Initial Assessment and Identification

Timelines	<p>MLs enrolling at the start of the school year must be identified and parents/guardians notified within thirty calendar days. Students enrolling after the start of the school year must be identified within thirty calendar days, and parents/guardians must be notified within two weeks of their child’s identification.</p> <p>In addition to the Language Use Survey, schools may wish to conduct a family interview in order to gain pertinent information about the student’s background in order to design the most appropriate placement and program of services.</p>
Language Use Survey	<p>All schools/districts are required to use the Language Use Survey provided by the Maine Department of Education. The Language Use Survey is administered to every student enrolling for the first time in a Maine school/district. No alterations are permitted. Districts administering the Language Use Survey through an online enrollment system must ensure that the complete Language Use Survey is provided (including the introductory letter to parents/guardians).</p> <p>Schools are required to provide translation/interpretation to families who desire it. The Maine Department of Education provides the Language Use Survey translated into 25 of the most commonly spoken languages in the state. The Language Use Survey and a decision tree that indicates what steps to take depending on the answers provided by the parent/guardian can be found on the Maine DOE website.</p> <p>Please refer to the Language Use Survey training video for more details.</p> <p>For additional guidance on multilingual learner identification, see Multilingual Learner Identification.</p>
State Approved Assessments	<p>PreK/Preschool: Schools may use their choice of psychometrically-valid English language proficiency screener.</p> <p>Kindergarten through 1st Semester 1st Grade students: WIDA Screener for Kindergarten</p> <p>2nd Semester 1st Grade through Grade 12: WIDA Screener Online</p> <p>Students with disabilities are eligible for accommodations as described in the student’s IEP.</p>

Initial Assessment and Identification

<p>Paper Based Screener Costs</p>	<p>WIDA Screener Paper is only an approved option as an accommodation.</p> <p>The WIDA Screener Paper is a purchased test and schools must contact the Maine Department of Education to request the WIDA Screener Paper.</p>																	
<p>Identification/Placement Criteria</p>	<p>Identification Criteria:</p> <table border="1" data-bbox="554 553 2011 964"> <thead> <tr> <th data-bbox="554 553 905 643">Grade</th> <th data-bbox="905 553 1262 643">Screening Assessment</th> <th data-bbox="1262 553 2011 643">Minimum Score Required to be Non-ML</th> </tr> </thead> <tbody> <tr> <td data-bbox="554 643 905 732">Pre-k</td> <td data-bbox="905 643 1262 732">ELP screener of the SAU’s choice</td> <td data-bbox="1262 643 2011 732">at the discretion of the SAU*</td> </tr> <tr> <td data-bbox="554 732 905 805">1st semester K</td> <td data-bbox="905 732 1262 805">WIDA Screener for Kindergarten</td> <td data-bbox="1262 732 2011 805">Oral Language Proficiency Level 4.5</td> </tr> <tr> <td data-bbox="554 805 905 878">2nd semester K/1st semester 1st grade</td> <td data-bbox="905 805 1262 878">WIDA Screener for Kindergarten</td> <td data-bbox="1262 805 2011 878">Overall Composite Proficiency Level 4.5</td> </tr> <tr> <td data-bbox="554 878 905 964">2nd semester 1st grade-12th grade</td> <td data-bbox="905 878 1262 964">WIDA Screener Online</td> <td data-bbox="1262 878 2011 964">Overall Composite Proficiency Level 4.5</td> </tr> </tbody> </table> <p>*It is recommended to set high expectations for pre-k students in order to ensure that all bilingual/multilingual students who may benefit from ESOL programs are identified.</p> <p>**It is recommended that families are notified, in a language that they understand, that the screener is going to be administered based on the results of the Language Use Survey.</p>			Grade	Screening Assessment	Minimum Score Required to be Non-ML	Pre-k	ELP screener of the SAU’s choice	at the discretion of the SAU*	1 st semester K	WIDA Screener for Kindergarten	Oral Language Proficiency Level 4.5	2 nd semester K/1 st semester 1 st grade	WIDA Screener for Kindergarten	Overall Composite Proficiency Level 4.5	2 nd semester 1 st grade-12 th grade	WIDA Screener Online	Overall Composite Proficiency Level 4.5
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Initial Assessment and Identification

Other Useful Resources or Information

If a student is not identified as an ML at the time of enrollment, post-enrollment identification is possible based on teacher observations, amended Language Use Survey information (see “School Use Only” section), and ELP screening.

If the correctness of a student’s ML identification is in question, a [Request for Change in ML Identification](#) may be submitted to the Maine Department of Education by the student’s district superintendent.

Recently arrived MLs who were enrolled in a United States school for the first time have a one-time exemption from Maine’s ELA/Literacy assessment only, if they participated in the ACCESS for ELLs during the testing window or were administered a WIDA screener if enrolled after the ACCESS for ELLs testing window. There is no exemption from the mathematics or science assessment for MLs. See the [Maine Comprehensive Assessment System Guidelines](#) (Appendix B) for cutoff dates and other details.

MLs with learning disabilities are eligible for testing accommodations as described in their IEPs.

See [Administrative Letter 27](#) for an overview of federal and Maine requirements for serving MLs.

Test Administrator Training and Certification

Question/Topic	State-specific Guidance
Test Administrator Qualifications	Maine does not require ESOL endorsement to administer screening assessments. Any WIDA-certified test administrator may give the WIDA Screener for Kindergarten or WIDA Screener Online to students.
Test Administrator Training Requirements	<p>The test administrators must pass WIDA certification requirements for the assessments they are responsible for administering.</p> <p>WIDA Screener Online To be certified to administer WIDA Screener, all test administrators must annually complete the following course for the tests they will be administering:</p> <ul style="list-style-type: none"> • WIDA Screener Online: Administration <p>To be certified to score WIDA Screener, Maine <u>strongly recommends</u> returning test administrators revisit the scoring training courses included below annually, especially for those who may be screening limited numbers of students each year. New test administrators must complete these courses for the grade level tests and domains they will be scoring:</p> <ul style="list-style-type: none"> • Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener • Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener • Writing for Grades 1-5: Scoring WIDA Screener • Writing for Grades 6-12: Scoring WIDA Screener <p>WIDA Screener for Kindergarten To be certified to administer the WIDA Screener for Kindergarten, Maine <u>strongly recommends</u> returning test administrators revisit the scoring training course. New test administrators must complete the training course for Kindergarten.</p> <ul style="list-style-type: none"> • WIDA Screener for Kindergarten: Administration and Scoring training course and pass both certification quizzes.

Test Administrator Training and Certification

Website Permissions**WIDA Secure Portal** (portal.wida.us)

Test administrators can contact their ESOL administrator, District Assessment Coordinator or the WIDA Client Services Center for access to training materials.

For access to WIDA's self-paced eLearning courses, educators can contact their ESOL administrator, District Assessment Coordinator or the WIDA Client Services Center for access.

WIDA AMS (DRC) (wida-ams.us)

Educator Scoring for WIDA Screener: Test administrators should contact their District Assessment Coordinator.

ELL Program Requirements – Services & Support

Question/Topic	State-specific Guidance
ELL Services or Program Requirements	<p>The Maine DOE has provided Service Provision and Staffing Guidance, which includes minimum recommended service times. There are no specific requirements as to the type of program to be provided, as services must be tailored to individual student needs. Parents/guardians are to be involved in the development of the student’s programming and their preferences are to be taken into account.</p> <p>Schools are required to provide multilingual learners (MLs) with an effective language support program that:</p> <ul style="list-style-type: none"> • is evidence-based; • is regularly evaluated and modified as needed; • enables MLs to meaningfully access grade-level curricula while acquiring English; • is designed and implemented by qualified, 660 ESOL-endorsed staff; • does not unnecessarily separate MLs from their non-ML peers; • does not place MLs in a facility below the standard provided to their non-ML peers; and • does not provide MLs with educational materials below the standard provided to their non-ML peers.
Declining Services	<p>Parents/guardians may decline ESOL services for their student. However, schools are still obligated by federal law to ensure that all students have meaningful access to the curriculum. Therefore, if an ML’s level of English proficiency denies him/her meaningful access to the curriculum, appropriate supports must be provided. If parents/guardians wish to refuse services, alternative service options should be offered. See Administrative Letter 27 for further details about a parent or guardian’s right to refuse services.</p> <p>Maine does not have an opt-out policy for any state or federally required assessments. All students are required to participate in these assessments. All MLs are required to take ACCESS for ELLs annually.</p>