



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: ASSESSMENT OF 5/6th GRADE ELEMENTARY
ENGLISH LEARNERS FOR PLACEMENT IN
MIDDLE SCHOOL ELD/ESL CURRICULUM

NUMBER: REF-774

ISSUER: Esther Wong, Assistant Superintendent
Planning, Assessment and Research

DATE: January 26, 2004

ROUTING

Local District Administrators
Local District EL Staff
Local District Elem/Sec
Literacy Coordinators
Principals
AP,SCS
EL Program Coordinators
Literacy Coaches

PURPOSE: The purpose of this Reference Guide is to outline the procedures to place matriculating elementary students in the appropriate middle school curriculum; English learners will be assessed with the *Diagnosis and Placement Inventory* (DPI) in the spring at their elementary school before matriculating to the middle school.

MAJOR CHANGES: The major changes include:

- Two different starting points based on a student's ELD level
- New testing window
- Updated Attachment A flowchart
- Streamlined Diagnosis and Placement Inventory Record (Attachment B)

INSTRUCTIONS: I. BACKGROUND

On January 24, 2002, the Los Angeles Unified School Board of Education adopted the Secondary Literacy Plan. The plan focused on English Language Development (ELD) as a major component through the textbook adoption of *High Point*. This series is the curriculum for all secondary (6-12) ESL courses with a specific textbook and periodic assessments designated for each course level.

II. STUDENTS TO BE ASSESSED

All fifth/sixth grade matriculating elementary English learners, ELD levels 1 through 5, will take the *Diagnosis and Placement Inventory* (DPI) to determine placement in the adopted secondary ELD/ESL series, *High Point*.

English Learners with disabilities in an SDC setting may be required to take the DPI to provide appropriate ESL/ELA curriculum as determined by the elementary IEP team. English learners in all other special education placements must take the DPI.

III. ASSESSMENT PROCEDURES

English learners, ELD levels 1 through 5, will take one or more components of the DPI.

A. Determining which test to administer:

English learners at ELD 1 and 2 will first take *Test 1: The Basics*. A score of 79%



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or less on *Test 1: The Basics* will necessitate an examination of scores to determine the placement point level. However, a score of 80% or higher on *Test 1: The Basics* will require students to take *Test 2: Level A*.

English learners at ELD levels 3, 4 and 5 will begin testing with *Test 2: Level A*. A score of 80% or higher on *Test 2: Level A* will require that these students take *Test 3: Level B*. However, if a score of 79% or lower on *Test 2: Level A* is attained by any student at ELD 3-5, it will require the student to take *Test 1: The Basics* to ensure that no potential basic reading deficit is overlooked. (See Attachment A – *DPI Testing Flowchart*.)

B. Preparing for Test Administration

It takes approximately one hour and fifteen minutes to administer *Test 1: The Basics*. *Test 2: Level A* and *Test 3: Level B* takes approximately one hour each.

Organize fifth/sixth grade classes to minimize the number of test settings. Schools with small clusters of ELs may pull out students to a centralized testing site. A teacher or other credentialed staff member must administer the tests. A test proctor (a paraeducator, literacy coach, or teacher) must be used when there are more than 25 students tested.

Elementary staff, including coaches, EL program coordinators, administrators and other out-of-classroom staff, will assist throughout this process: organizing, administering, proctoring, scoring, and recording scores. Off-track teachers may be employed to assist with the process.

Local District EL and Literacy staff will provide DPI test training, technical support, and assistance with articulation.

IV. TESTING WINDOWS

The table below outlines the testing windows for the various school calendars.

School Calendar	Test Dates
4-Track B	March 1 – March 19
4-Track A, C, D	April 5 – April 23
3-Track B	February 16 – March 5
3-Track A, C	April 5 – April 23
Single Track	March 29 – April 23

V. DATA ENTRY TO STUDENT INFORMATION SYSTEM (SIS)

Students' scores and the equivalent placement codes will be recorded on the *Diagnosis and Placement Inventory (DPI) Record* (Attachment B) prior to entering the data into elementary SIS. The English Learner Monitoring Roster (Report Menu – Screen 14, Option 24) should be used as the source for the majority of the information required.



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For each student, enter the date the DPI was completed in the DPI DATE field (field #90), and enter the placement code corresponding to the DPI results in the DPI LEVEL field (field #179) on Screen 12 – Academic Programs.

The chart below, as well as the *DPI Testing Flowchart* (Attachment A), identifies the codes to use.

DPI TEST SCORE	DPI LEVEL CODES
<i>Basics</i> test score of 79% or lower and scoring at placement point 1	1
<i>Basics</i> test score of 79% or lower and scoring at placement point 2	2
<i>Basics</i> test score of 79% or lower and scoring at placement point 3	3
<i>Test 2: Level A</i> score of 79% or lower	A
<i>Test 3: Level B</i> score of 79% or lower	B
<i>Test 3: Level B</i> score of 80% or higher <u>and</u> an overall CELDT score of 3 or less	C
<i>Test 3: Level B</i> score of 80% or higher <u>and</u> an overall CELDT of 4 or 5	E

The DPI Date and DPI Level must be entered into SIS by May 5, 2004 so that this information can be sent electronically to middle schools for appropriate student placement.

The original *Diagnosis and Placement Inventory Record* is stored with the EL Program Coordinator. Two weeks after the end of the testing window, feeder elementary schools are required to provide copies of the *Diagnosis and Placement Inventory Record* to middle schools and to the local district EL staff as part of the articulation process.

Student test booklets are stored at the elementary school site with the EL Program Coordinator for annual use. In the event of a shortage, please contact your Local District EL staff.

VI. COMPENSATION FOR ADMINISTRATION OF DPI ASSESSMENT

Local school English Language Acquisition Program (ELAP) funds can be used to compensate personnel for scoring the DPI and recording the results (Fund 003, Program Code 4192). Off-track personnel, or on-track personnel working outside their regularly assigned hours, may be compensated at one hour of their regular salary rate for every 25 student DPIs scored and recorded.

RELATED RESOURCES: Attachment A: DPI Testing Flowchart
Attachment B: Diagnosis and Placement Inventory (DPI) record

ASSISTANCE: For assistance or information regarding the assessment of 5th/6th grade elementary English Learners, please call your local district EL staff.

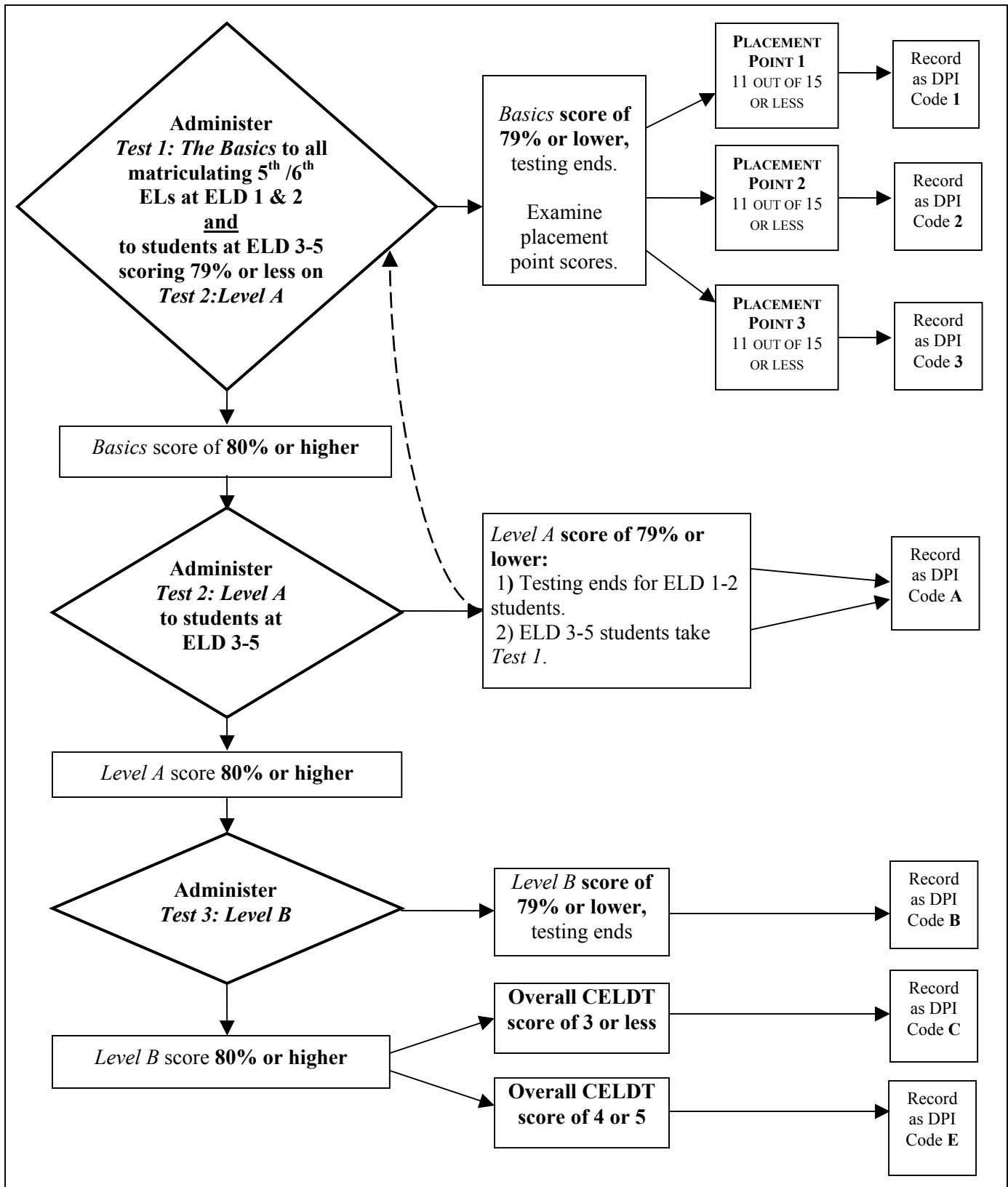
For assistance with SIS, please call the Elementary SIS Support at 213/241-4617 or Secondary SIS Support at 213/241-4850.

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ATTACHMENT A

Diagnosis and Placement Inventory (DPI) Testing Flowchart



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ATTACHMENT B

Diagnosis and Placement Inventory (DPI) Record

[illegible]

School: _____ **Track:** _____ **Teacher:** _____ **Date:** _____

Contact Person: _____ **Tel #:** _____