



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

TITLE: PLACEMENT OF MATRICULATING
ELEMENTARY ENGLISH LEARNERS IN
MIDDLE SCHOOL ESL (ELD) CURRICULUM

NUMBER: MEM-884

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

DATE: March 29, 2004

ROUTING

Local District Administrators
Local District EL Staff
Local District Secondary
Literacy Coordinators
Middle School Principals
AP,SCS
EL Program Coordinators
Literacy Coaches

PURPOSE: This memo replaces Memo-861 of the same title dated March 15, 2004. Section V has been reworded to help resolve a contradiction between this memo and another memo regarding scheduling for English learners. They will help minimize confusion out in the field.

The purpose of this Memorandum is to outline the placement of matriculating elementary English learners in middle school courses based on the *Diagnosis and Placement Inventory* (DPI) assessment results and other factors.

INSTRUCTIONS: I. BACKGROUND

On January 24, 2002, the Board of Education adopted the Secondary Literacy Plan. The plan focuses 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.

In order to place matriculating students in the appropriate middle school curriculum for the 2004-2005 academic year, English learners are assessed with the *Diagnosis and Placement Inventory* (DPI) in the spring at their elementary schools before matriculating to the middle school.

II. DATA FOR PLACEMENT IN MIDDLE SCHOOL

All English learners are to be provided English Language Development (ELD) appropriate to their proficiency level. ELD is provided as either an ESL course or a grade level English course using specially designed academic instruction in English (SDAIE).

A student's ELD proficiency level is determined by a variety of data sources: elementary ELD level, CAT-6, California English Language Development Test (CELDT), California Standards Test (CST), and DPI. The DPI score is the primary basis for placement due to its direct alignment to the curriculum and the recency of its administration. CAT-6 and CELDT scores are used to corroborate the DPI results or to modify placement when those scores indicate stronger proficiency levels. When CST results in English/Language Arts from spring 2004 testing are available, adjustments may have to be considered. A summary of the criteria that determine placement is



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detailed in the following chart.

Matriculating English Learner Placement Chart

OVERALL CELDT SCORE	CST Eng/LA	DPI CODE	COURSE PLACEMENT
1		1	Beginning ESL 1A or Introduction to ESL A/B*
1		2	Beginning ESL 1B
1		3	Beginning ESL 1B
2		A	Intermediate ESL 2A
3 or 4		A	Intermediate ESL 2B
2		B	Intermediate ESL 2B
3 or 4		B	Advanced ESL 3
3 or less		C	Advanced ESL 3
4 or 5	Basic	A – C, E	Grade level PRP English
3 – 5	Prof or Adv	A - C	Grade level PRP English

* Introduction to ESL courses are intended for recent newcomers with little or no previous schooling.

All possibilities cannot be covered in a single chart. When conflicting test data occurs, individual cases must be investigated. For example, a student with a DPI Code of A, but an Overall CELDT of 3 and a CST at the Basic level should be reevaluated with further data such as the elementary ELD Assessment Portfolio work samples and CAT-6 Reading and Language totals. The Language Appraisal Team (LAT) should assist in determining the most appropriate placement. In all cases, however, it must be noted **that length of time in an EL program is not a determinant for English learner placement.**

III. USE OF STUDENT INFORMATION SYSTEM (SIS)

The data needed for making placement decisions are accessible through the secondary Student Information System (SIS). The DPI Date and DPI Code now appear as fields 943 and 944, respectively. They can be used with ID99 and an extract to select, sort, and/or print data.

An example of a useful extract is created by following these general ID99,3 steps:

1. For STUDENT SELECTION choose: 341=L and 141=(*enter matriculating grade level*)
2. For SORT SELECTION choose: 141 (grade level) and 944 (DPI Code)
3. Type report title: DATA FOR PLACING MATRICULATING ELEMENTARY ENGLISH LEARNERS.
4. For ITEM SELECTION choose the following fields:
102 (student record number); 101 (student name); 141 (grade level);
312 (initial English proficiency test date); 336 (CELDT test date);
340 (overall CELDT score); 944 (DPI code); 441 (norm referenced test date);
444 (reading total); 941 (elementary ELD level); 991 (CST E/LA level);
701 (special ed disability); 702 (SDC placement); and 703 (RSP participation)



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This extract will print a report, in the DPI code order, to facilitate applying the Matriculating English Learner Placement Chart. For assistance in organizing classes for the 2004-2005 academic year and guidance for staffing classes, middle schools need to refer to MEMORANDUM MEM-855, SCHEDULING SECONDARY ENGLISH LEARNERS AND STAFFING (March 29, 2004).

IV. ELEMENTARY SCHOOL'S ROLE

The elementary school's responsibilities regarding DPI are specified in REF-774, *Assessment of 5/6th Grade Elementary English Learners for Placement in Middle School, ELD/ESL Curriculum*, dated January 26, 2004, which was also distributed to middle schools. This memo refers to the *Diagnosis and Placement Inventory Record* for recording the data prior to entering it into elementary SIS. The memo requires that the school provide copies of the *Diagnosis and Placement Inventory Record* to feeder middle schools and to the local district EL staff as part of the articulation process. Although SIS data is transferred electronically to the middle schools on a weekly basis in the final months of the school year, this hard copy from the feeder elementary school could be used for placement.

V. DRWC AND ENGLISH LEARNER PLACEMENT

DPI test results take precedence over DRWC testing results for ELD 5 students. However, elementary English learners who meet the criteria for placement in grade level PRP English courses (See "Matriculating English Learner Placement Chart" in section II above) could fall under the Standards-Based Promotion policies and Secondary Literacy Plan for potential participation in a Developing Readers and Writers Course (DRWC). See MEMORANDUM NO. MEM-784, ASSESSMENT AND PLACEMENT OF STUDENTS, GRADES 5-10, FOR INTERVENTION PROGRAM, DEVELOPING READERS AND WRITERS (January 28, 2004) for details.

VI. ADMINISTERING DPI IN MIDDLE SCHOOL

Mass DPI testing of students currently enrolled in the ESL sequence of courses will not occur in either middle school or high school. Students progress from one ESL level to another solely based on the required assessments for each course. These periodic assessments in listening and speaking, reading, and writing are outlined in the document, *Secondary ESL Courses: High Point Assessments and ELD Assessment Portfolio Alignments*. However, the DPI should be administered to English learners entering from out of district schools in order to program them in the appropriate classes.

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.