Alignment between
California ELD Standards
and the
IPT Family of Tests

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INTRODUCTION

This document presents a judgment-based alignment between the California English Language Development Standards (CA ELD) and the IPT Family of Tests. The tables follow the same organization as the CA ELD Standards, with summaries presented in the body of the document and the grade-specific alignments in the appendixes.

The California ELD Standards

The CA ELD Standards define English language use for classroom learning. The standards are divided into three parts:

- Part I. Interacting in Meaningful Ways
- Part II. Learning About How English Works
- Part III. Using Foundational Literacy Skills

Parts I and II of the standards provide grade-specific tables of descriptors at three proficiency levels across grades K-12. These tables form the core of this alignment. Part III defines the nature of foundational literacy skills and suggests instructional dimensions of support for literacy development. The categories align to California's English Language Arts Reading Foundational Skills.

The CA ELD Standards Strands

Part I of the standards, **Interacting in Meaningful Ways**, is divided into 12 strands within three modes of communication:

  A. Collaborative (engagement in dialogue with others)
    1. Exchanging information and ideas via oral communication and conversations
    2. Interacting via written English (print and multimedia)
    3. Offering opinions and negotiating with or persuading others
    4. Adapting language choices to various contexts
  B. Interpretive (comprehension and analysis of written and spoken texts)
    5. Listening actively and asking or answering questions about what was heard
    6. Reading closely and explaining interpretations and ideas from reading
    7. Evaluating how well writers and speakers use language to present or support ideas
    8. Analyzing how writers use vocabulary and other language resources
  C. Productive (creation of oral presentations and written texts)
    9. Expressing information and ideas in oral presentations
    10. Composing/writing literary and informational texts
    11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
    12. Selecting and applying varied and precise vocabulary and other language resources

Part II of the standards, **Learning About How English Works**, is divided into 7 strands within three language processes:

  A. Structuring Cohesive Texts
    1. Understanding text structure and organization based on purpose, text type, and discipline
    2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

B. Expanding and Enriching Ideas

    3. Using verbs and verb phrases to create precision and clarity in different text types

    4. Using nouns and noun phrases to expand ideas and provide more detail

    5. Modifying to add details to provide more information and create precision

C. Connecting and Condensing Ideas

    6. Connecting ideas within sentences by combining clauses

    7. Condensing ideas within sentences using a variety of language resources

Part III, Using Foundational Literacy Skills, provides "considerations for instruction in foundational literacy at each grade level (K–5) and the grade span 6–12." The definitions are instructionally-oriented and not highly detailed. The recommendations mostly focus on analyzing similarities and differences between the student's native language and English for each foundational literacy skill. There are no descriptors for California's three proficiency levels. The concepts are organized according to the California English Language Arts standards for Reading Foundational Skills:

- Print concepts: Demonstrate understanding of the organization and basic features of print
- Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Phonics and word recognition: Know and apply grade-level phonics and word analysis skills in decoding words
- Fluency: Read with sufficient accuracy and fluency to support comprehension

Proficiency Levels

The CA ELD Proficiency Level Descriptors (PLDs) have three levels: Emerging, Expanding, and Bridging. The descriptor-by-descriptor alignment judgments in this alignment study are made to the grade-specific definitions of these levels for CA ELD Standards Parts I and II. The general definitions of these levels are:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The IPT Family of Tests

The IPT Family of Tests consists of Oral, Reading, and Writing tests. The Oral tests are guided by an examiner and administered individually. The examiner can use a paper-based or online booklet to guide test administration, and the tests can be administered in person or remotely. The Reading tests consist of selected response items that can be administered on paper or online, in-person or remotely.

The Writing tests are composed of both selected response and productive writing response items, which can be administered on paper or remotely. The exception to this is the Early Literacy Test, which is only offered on paper due to the nature of the early literacy skills being evaluated, and which is therefore more challenging to administer remotely.

The IPT I and IPT II Oral Tests are individually administered, structured oral interviews where the examiner asks the student questions and delivers prompts. Some items are based on pictures while others are based on interaction between the examiner and the student. The items are grouped into levels of increasing difficulty with stopping rules between the levels. The examiner can use a paper-based or online booklet to rate student responses. The IPT I covers grades K-6 while the IPT II covers grades 6-12. The overlap at 6th grade is intended to support both K-6 elementary schools and 6-8 middle schools.

The IPT Early Literacy Test consists of a Reading test and a Writing test that evaluate early literacy skills. Because of the nature of the skills assessed in the test, which include forming legible letters and handwriting, the test is offered only on paper, not online. The test covers grades K-1, with a wider range of literacy skills tested in grade 1 than in grade K.

The IPT 1, 2, and 3 Reading Tests are selected-response tests that evaluate vocabulary, grammar, and comprehension of literary and informational text. Text length ranges from single words to multi-paragraph texts, and complexity ranges from very simple to grade appropriate. IPT 1 is for Grades 2-3, IPT 2 for grades 4-6, and IPT 3 for grades 7-12. The tests are available on paper or online.

The IPT 1, 2, and 3 Writing Tests consist of one selected-response part that evaluates writing conventions, and three productive writing tasks that evaluate narrative, expository, and persuasive writing depending on grade span. The grade spans correspond to those of the Reading tests, and the tests are available on paper or online, including a blend of online and paper if examiners choose to print writing booklets for handwriting rather than ask students to type their responses online.

The scores from all IPT tests are expressed in two ways: as a designation of Non, Limited, or Fluent / Competent, and as one of five IPT English proficiency levels of Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Most IPT users consider the Advanced level, which corresponds to the Fluent / Competent designation, as the criterion for a student not to be designated as an English learner, although it is possible to use other rules for classification or to conduct a standard setting study with the IPT team to set a different requirement.

Alignment
Alignment between standards and assessments indicates the degree to which the standards and an assessment agree in their definition of important skills – the skills to be learned and assessed (Webb, 2007; Martone & Sireci, 2009). Alignment evaluation has become increasingly important with the rise of standards-based education. It is evaluated because it supports the coherence and quality of an educational system, as well as forming a key validity argument for using assessments in particular educational contexts.

While several methodologies have been proposed for alignment with differences in implementation details, they all aim to evaluate the breadth and depth of match between two elements – standards, instructional materials, and/or assessments. Breadth evaluations focus on whether or to what extent the same areas of skills are evaluated in an assessment as are defined in the standards (coverage), and whether the same order of importance or emphasis that is included in the standards is replicated in the assessment (balance). Depth evaluations assess whether the same knowledge complexity and depth is covered in the assessment as the definition of standards (depth of knowledge). The most prominent alignment models were developed for the content areas of English Language Arts and Mathematics. To adapt the judgments to English Language Development (ELD), Gary Cook (2005) proposed to replace the concept of depth of knowledge with an evaluation of equivalence in terms of linguistic difficulty and complexity. This adaptation of the depth of knowledge evaluation is adopted in the current study.

The alignment judgments in this study were made by an internal team at Ballard & Tighe. The raters were trained and then did a practice round by evaluating the Grade K standards alignment together. Then after making independent judgments on the other grades, the raters discussed and agreed on the final judgments. The most granular judgments were made between each CA ELD descriptor at each of the three proficiency levels and the IPT Oral, Reading, and Writing test items relevant for each grade level. The judgments were made on a scale of 0-1-2 as follows:

> 2 = Yes – the breadth and depth of this standard is assessed in the IPT
> 1 = Partial – this standard is covered in the IPT, but there are limitations in the breadth or depth of skills assessed; the limitation is described
> 0 = No – this standard is not covered in the assessment

The alignment of an assessment to a broad set of learning standards can never be complete simply because of the limitations of the extent of the assessment: it is typically short and involves sampling skills in a test setting where, typically, tasks and communication purposes as well as time are limited. Alignment judgments are nevertheless helpful, because they indicate the elements of standards that are prioritized in the assessment. For educators, this can guide the selection of tests for specific purposes so that an appropriate array of assessments is used for evaluating different aspects and stages of student learning.

OVERALL SUMMARY OF ALIGNMENT RESULTS

This section of the report provides a summary of the alignment results in six tables. Each table is presented with a discussion of the results. Appendixes A–K contain the tables of grade-specific alignments for Parts I and II of the CA ELD standards, which are the main source of the summaries in this section. The appendix tables include brief descriptions of the limitations when alignment is evaluated as "Partial." The alignment results are expressed on a scale of Yes/Partial/No. To create summaries, these judgments were quantified by translating each Yes evaluation to 2, each Partial evaluation to 1, and each No evaluation to 0.

The overall alignment results to Parts I and II of the CA ELD Standards are shown in Table 1. The judgments are summarized across grades, across Oral, Reading, and Writing skills, across California's

three proficiency levels, and across any sub-divisions that exist for a standard (such as I.A.6a, I.A.6b, I.A.6c). The maximum alignment score was calculated as the value 2 for each of the three skills and proficiency levels that applied for a standard. For example, standard I.A.1, *Exchanging information and ideas via oral communication and conversations*, applies only to oral skills, and there is only one strand within this standard at all grade levels. Across 12 possible standard evaluations, the maximum was 24 points at each of three proficiency levels, which equals a 72-maximum score. Out of this maximum, the IPT alignment score was 48, or 67%. To convert the percentage matches into Yes, Partial, and No, a percentage scale was created by dividing the total possible of 100% into thirds, resulting in 66-100% being equal to a Yes, 34-65% being equal to Partial alignment, and 0-33% being equal to No. This means that for standard 1, the overall judgment of 67% falls into the Yes category.

Table 1: Overall Summary of CA ELD Part I and Part II Alignment	
Part I: Interacting in Meaningful Ways	
A. Collaborative (engagement in dialogue with others)	
1. Exchanging information and ideas via oral communication and conversations	Yes
2. Interacting via written English (print and multimedia)	Partial
3. Offering opinions and negotiating with or persuading others	Partial
4. Adapting language choices to various contexts	No
B. Interpretive (comprehension and analysis of written and spoken texts)	
5. Listening actively and asking or answering questions about what was heard	Yes
6. Reading closely and explaining interpretations and ideas from reading	Partial
7. Evaluating how well writers and speakers use language to present or support ideas	No
8. Analyzing how writers use vocabulary and other language resources	No
C. Productive (creation of oral presentations and written texts)	
9. Expressing information and ideas in oral presentations	Partial
10. Composing/writing literary and informational texts	Yes
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Partial
12. Selecting and applying varied and precise vocabulary and other language resources	Yes
Part II: Learning About How English Works	
A. Structuring Cohesive Texts	
1. Understanding text structure and organization based on purpose, text type, and discipline	Yes
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows	Yes
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases to create precision and clarity in different text types	Yes
4. Using nouns and noun phrases to expand ideas and provide more detail	Yes
5. Modifying to add details to provide more information and create precision	Yes
C. Connecting and Condensing Ideas	
6. Connecting ideas within sentences by combining clauses	Yes
7. Condensing ideas within sentences using a variety of language resources	Partial

The Yes judgments in Table 1 show that the IPT aligns particularly well with the language-oriented standards of Part II. The only standard in Part II where alignment is judged to be partial across grades is standard II.C.7. This standard focuses on condensing ideas within sentences. While the rating of

students' responses on the IPT Oral and Writing tasks rewards students when they show evidence of this skill in their oral and written responses, the open questions do not demand that students show evidence of their skills in condensing ideas. There are only a small number of items where these skills are explicitly elicited in the test, and they do not appear at all grade levels. The alignment is judged to be partial because we cannot guarantee that every student is *required* to show evidence of control of this skill as part of their test performance. They have the opportunity, but the tasks do not necessarily require it.

The Partial judgments for Part I of the CA ELD Standards are mostly the result of differences in scope or breadth. The California ELD Standards Part I focus on interaction, and the nature of interaction on the IPT tests is limited in that the student only interacts with one person, the examiner, in a structured interaction of limited length for the purpose of an assessment rather than exchanges with peers in a classroom setting. Regarding the interpretive standards of Part I, the students' ability to interpret and explain interpretations is evaluated through selected-response questions, thus covering only some of the scope of the CA ELD standards descriptors.

The No judgments indicate two mismatches of scope between the CA ELD standards and the IPT. The first is that, whereas standard I.A.4 focuses on students' ability to adjust language choices to a range of contexts and audiences, the IPT only implements one context, the test, and one type of audience, the examiner or evaluator. This is a common conflict between instruction and assessment. The other mismatch is that the IPT does not evaluate students' ability to evaluate how successfully *other* writers and speakers structure texts and use language. The IPT tasks require students to show their *own* skills in structuring and using language, but they do not extend to evaluating other speakers' or writers' skills.

As indicated above, Part III of the CA ELD Standards defines foundational literacy skills to support EL instruction. There are no proficiency level descriptors for these standards, and the conceptual dimensions identified in the definitions follow the English Language Arts division of foundational literacy skills. The summary of the alignment between the IPT and the CA ELD Part III is presented in Table 2.

Table 2: Overall Summary of CA ELD Part III Alignment		
	Grades K-1	**Grades 2-12**
Print concepts	Yes	No
Phonological awareness	Yes	No
Phonics and word recognition	Yes	Yes
Fluency	No	No

The IPT evaluates foundational literacy skills comprehensively in the Reading and Writing components of the Early Literacy Test, and word recognition skills for words in isolation and within sentence and paragraph context in the IPT Reading tests across grades 2-12. Accordingly, the IPT aligns well with three quarters of the CA ELD Part III standards elements at grades K-1, and one quarter of the standards elements at grades 2-12. No IPT tests evaluate reading fluency through read-aloud tasks, which are the focus of the fourth element in the CA ELD Standards Part III. The theory of EL literacy development seems to suggest that any additional difficulties that ELs may face in developing literacy in English are likely to be caused by differences between the learners' L1 and English. The CA ELD standards ask teachers to take this into account in their instruction. That is probably the most practical solution for addressing the specific needs of students in literacy development, because it is difficult to see how a

standardized test could provide pertinent and useful feedback about the differences between English and all the different languages in the world that students may already know.

ALIGNMENT OF ORAL, READING, AND WRITING SKILLS

The CA ELD Standards descriptors define students' language use in terms of their oral, reading, and writing skills. The IPT is divided into tests along these same conceptual lines. Tables 3-5 provide summaries of the alignment judgments for Oral, Reading, and Writing skills. The results are detailed for the three proficiency levels of Emerging, Expanding, and Bridging using the 0-2 scale explained above. An X indicates that there are no standard descriptors for a particular grade level.

Table 3: Alignment between Oral Skills Standards and the IPT Oral Tests													
			K	1	2	3	4	5	6	6	7	8	9-10	11-12
			IPT I Oral Test							IPT II Oral Test				
Part I: Interacting in Meaningful Ways, A. Collaborative Mode														
1	Exchanging information and ideas via oral communication and conversations	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
		Expanding	1	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1	1
3	Offering opinions and negotiating with or persuading others	Emerging	1	1	1	1	1	1	1	1	1	1	1	1
		Expanding	1	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1	1
4	Adapting language choices to various contexts	Emerging	X	X	0	0	0	0	0	0	0	0	0	0
		Expanding	X	X	0	0	0	0	0	0	0	0	0	0
		Bridging	X	X	0	0	0	0	0	0	0	0	0	0
Part I: Interacting in Meaningful Ways, B. Interpretive Mode														
5	Listening actively and asking or answering questions about what was heard	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2	2
7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	0	0	0	0	0	0	0	0	0	0	0	0
		Expanding	0	0	0	0	0	0	0	0	0	0	0	0
		Bridging	0	0	0	0	0	0	0	0	0	0	0	0
Part I: Interacting in Meaningful Ways, C. Productive Mode														
9	Expressing information and ideas in oral presentations	Emerging	2	2	2	2	2	2	2	2	1	1	1	1
		Expanding	2	2	2	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1	1
11 / 11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	1	1	1	1	1	1	1	1	1
		Bridging	2	2	2	1	1	1	1	1	1	1	1	1
12 / 12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2	2
12b		Emerging	1	1	1	2	2	2	2	2	2	2	2	2
		Expanding	1	1	1	2	2	2	2	2	2	2	2	2
		Bridging	1	1	1	2	2	2	2	2	2	2	2	2
Part II: Learning About How English Works, B: Expanding and Enriching Ideas														
3	Using verbs and verb phrases to create precision and clarity in different text types	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2	2

4	Using nouns and noun phrases to expand ideas and provide more detail	Emerging	2	2	2	X	X	X	X	X	X	X	X	X
		Expanding	2	2	2	X	X	X	X	X	X	X	X	X
		Bridging	2	2	2	X	X	X	X	X	X	X	X	X
5	Modifying to add details to provide more information and create precision	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2	2
Part II: Learning About How English Works, C: Connecting and Condensing Ideas														
6	Connecting ideas within sentences by combining clauses	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2	2
7	Condensing ideas within sentences using a variety of language resources	Emerging	X	1	1	1	1	1	1	2	2	2	2	2
		Expanding	X	1	1	1	1	1	1	2	2	2	2	2
		Bridging	X	1	1	1	1	1	1	2	2	2	2	2

Table 3 shows the alignments for Oral skills. There are two IPT tests that are relevant for this evaluation: The IPT I Oral Test for grades K-6, and the IPT II Oral Test for grades 6-12. The alignment results in Table 3 indicate the mismatch discussed above between the IPT and standards for adapting language choices to various contexts and evaluating how well other writers and speakers use language, which are Part I standards 4 and 7. Apart from that, the IPT Oral Tests align with the CA ELD standards well.

The balance of alignment in terms of California's ELD proficiency levels and the IPT Oral tests is reasonably good, as indicated by the large number of cases where the evaluations are the same across the three proficiency levels. There are three exceptions to this. Part I Standard 1 and Part I Standard 11 afford a full match at the Emerging level, but a partial match at the Expanding and Bridging levels. This is because the Expanding and Bridging standards describe interaction with a range of different partners and extended communication, whereas the interaction on the IPT Oral test is with the examiner only, and is composed of relatively short speaking turns. The alignment of Part I Standard 9 shows that the skills of giving oral presentations are only partially covered on the IPT Oral tests at higher grades and proficiency levels. This is because the standards define extended oral presentations, whereas the student responses on the IPT Oral tests are limited in length.

Table 4: Alignment between CA ELD Reading Standards and the IPT Reading Tests

			K	1	2	3	4	5	6	7	8	9-10	11-12
			E.Lit R		IPT 1 R		IPT 2 R			IPT 3 Reading			
Part I: Interacting in Meaningful Ways, B. Interpretive Mode													
6 / 6a		Emerging	1	1	1	1	1	1	1	1	1	1	1
		Expanding	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1
6b	Reading closely and explaining interpretations and ideas from reading	Emerging	X	X	X	X	1	1	1	1	1	1	1
		Expanding	X	X	X	X	1	1	1	1	1	1	1
		Bridging	X	X	X	X	1	1	1	1	1	1	1
6c		Emerging	X	X	X	X	1	1	1	1	1	1	1
		Expanding	X	X	X	X	1	1	1	1	1	1	1
		Bridging	X	X	X	X	1	1	1	1	1	1	1
7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	0	0	0	0	0	0	0	0	0	0	0
		Expanding	0	0	0	0	0	0	0	0	0	0	0
		Bridging	0	0	0	0	0	0	0	0	0	0	0
8	Analyzing how writers use vocabulary and other language resources	Emerging	0	0	0	0	0	0	0	0	0	0	0
		Expanding	0	0	0	0	0	0	0	0	0	0	0
		Bridging	0	0	0	0	0	0	0	0	0	0	0
Part II: Learning About How English Works, A: Structuring Cohesive Texts													
1	Understanding text structure and organization based on purpose, text type, and discipline	Emerging	1	1	1	1	1	1	1	1	1	1	1
		Expanding	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1
2	Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows	Emerging	1	1	1	1	1	1	1	1	1	1	1
		Expanding	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1

Table 4 shows the alignments for Reading skills. There are four IPT tests that are relevant for this evaluation: the Early Literacy Reading for grades K-1, the IPT 1 Reading test for grades 2-3, the IPT 2 Reading test for grades 4-6, and the IPT 3 Reading Test for grades 7-12. The alignment results overall indicate a partial match, and also point out the lack of match between the IPT and the CA ELD standards for evaluating how well other writers and speakers use language and vocabulary, which are Part I standards 7 and 8. The reason for the "Partial" rather than "Yes" alignment judgments for the reading standards is that the IPT Reading Tests consist entirely of selected-response questions, so students are not expected to explain their understanding in their own words.

The alignment judgments in Table 4 are the same for all proficiency levels. This indicates good balance in proficiency level coverage between the CA ELD Standards and the IPT Reading tests.

Table 5: Alignment between CA ELD Writing Standards and the IPT Writing Tests

			K	1	2	3	4	5	6	7	8	9-10	11-12
			E.Lit W		IPT 1 W		IPT 2 W			IPT 3 Writing			
Part I: Interacting in Meaningful Ways, A. Collaborative Mode													
2	Interacting via written English (print and multimedia)	Emerging	1	1	1	1	1	1	1	1	1	1	1
		Expanding	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1
4	Adapting language choices to various contexts	Emerging	X	X	0	0	0	0	0	0	0	0	0
		Expanding	X	X	0	0	0	0	0	0	0	0	0
		Bridging	X	X	0	0	0	0	0	0	0	0	0
Part I: Interacting in Meaningful Ways, C. Productive Mode													
10 / 10a		Emerging	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	1	1	1	1	1	1	1
	Writing literary and informational texts	Bridging	2	2	2	1	1	1	1	1	1	1	1
10b		Emerging	X	X	X	0	2	2	2	2	2	2	2
		Expanding	X	X	X	0	1	1	1	1	1	1	1
		Bridging	X	X	X	0	1	1	1	1	1	1	1
11 / 11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	0	0	0	0	0	0	0	0	0	0	0
		Expanding	0	0	0	0	0	0	0	0	0	0	0
		Bridging	0	0	0	0	0	0	0	0	0	0	0
11b		Emerging	X	X	X	X	2	2	2	2	2	2	2
		Expanding	X	X	X	X	1	1	1	1	1	1	1
		Bridging	X	X	X	X	1	1	1	1	1	1	1
12 / 12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2
12b		Emerging	1	1	1	2	2	2	2	2	2	2	2
		Expanding	1	1	1	2	2	2	2	2	2	2	2
		Bridging	1	1	1	2	2	2	2	2	2	2	2
Part II: Learning About How English Works, A: Structuring Cohesive Texts													
1	Understanding text structure and organization based on purpose, text type, and discipline	Emerging	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2
2	Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows	Emerging	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2
Part II: Learning About How English Works, B: Expanding and Enriching Ideas													
3	Using verbs and verb phrases to create precision and clarity in different text types	Emerging	2	2	2	2	2	2	2	2	2	2	2
		Expanding	2	2	2	2	2	2	2	2	2	2	2
		Bridging	2	2	2	2	2	2	2	2	2	2	2
4	Using nouns and noun phrases to expand ideas and provide more detail	Emerging	1	1	1	X	X	X	X	X	X	X	X
		Expanding	1	1	1	X	X	X	X	X	X	X	X
		Bridging	1	1	1	X	X	X	X	X	X	X	X
5	Modifying to add details to provide more information and create precision	Emerging	1	1	1	1	1	1	1	1	1	1	1
		Expanding	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1
Part II: Learning About How English Works, C: Connecting and Condensing Ideas													
6	Connecting ideas within sentences by combining clauses	Emerging	1	1	1	1	1	1	1	1	1	1	1
		Expanding	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1

7	Condensing ideas within sentences using a variety of language resources	Emerging	X	1	1	1	1	1	1	1	1	1	1
		Expanding	X	1	1	1	1	1	1	1	1	1	1
		Bridging	X	1	1	1	1	1	1	1	1	1	1

Table 5 shows the alignment for Writing skills. There are four IPT tests that are relevant for this evaluation: the Early Literacy Writing test for grades K-1, the IPT 1 Writing test for grades 2-3, the IPT 2 Writing test for grades 4-6, and the IPT 3 Writing Test for grades 7-12. The alignment results in Table 5 indicate the mismatch, as discussed in relation to Table 1, between the IPT and standards for adapting language choices to various contexts (Part I Standard 4), as the test samples just one context, writing to the evaluator. The results also show that while the IPT Writing tests offer partial coverage of supporting opinions and justifying arguments in writing, they do not cover the evaluation of other writers' opinions or arguments (Part I Standard 11/11a).

The green, full alignment judgments indicate excellent match between writing literary and informational texts, especially at the Emerging level, as well as between the IPT Writing Tests and the standards for using vocabulary, using textual organization, employing cohesion, and using verbs and verb phrases to expand and enrich ideas.

The orange, partial alignment judgments arise from three main causes. Regarding the collaborative writing standard (Part I Standard 2), alignment is partial because students respond to the writing test independently, without collaborating. For expanding and bridging levels on writing literary and informational texts, the match is partial because the standards describe extended writing and the productive writing tasks on the IPT Writing tests, while potentially multi-paragraph, are nevertheless of limited length and complexity. For the other standards, the alignment is partial because the productive writing tasks on the IPT are open-ended, so students can show their control of the defined writing skills in their responses if they wish and they are rewarded in the writing rating criteria if they do, but they are not consistently *required* to show evidence of the skills defined in the standards.

The balance between the definitions of the CA ELD proficiency levels and the skills assessed in the IPT tests is excellent, as indicated in the judgments for all proficiency levels except for Part I Standard 10. As explained in the previous paragraph, this is because the length of the writing texts on the IPT is not as extended as that described in the learning standards.

PROFICIENCY LEVEL ALIGNMENT

The CA ELD standards are composed of three broad levels, whereas California's previous ELD standards had five levels. As a result, each of the current three proficiency levels is broader in range. As Tables 3-5 in this section show, the IPT generally provides balanced coverage of California's standards in terms of the three levels. The exceptions are standards that define extended speaking or writing at the higher proficiency levels. As a limited-length, standardized test, the IPT cannot be claimed to evaluate such extended production.

The CA ELD Standards document provides a slightly different view of the proficiency levels in Chapter 2. Here, a table provides an overview of the levels without separation into grades, but each of the three levels is further divided into two: an early stage and an exit stage. Based on the descriptors at this

generic level, it is possible to evaluate the match between the CA ELD levels and the IPT proficiency levels. Table 6 below presents a judgmental evaluation of this alignment. To support score reporting in terms of the CA ELD levels, this evaluation would need to be accompanied by a standard setting study with California ELD educators. However, it may be useful for general illustrative purposes.

Table 6: Overall Alignment between CA ELD Proficiency Levels and IPT Proficiency Levels					
CA ELD Emerging		CA ELD Expanding		CA ELD Bridging	
Early stage	Exit stage	Early stage	Exit stage	Early stage	Exit stage
Gestures, words, phrases Immediate needs Support from physical surroundings	Words, phrases, short sentences Familiar topics Brief texts High support	Short sentences Increasing variety of ideas Familiar topics Grade-appropriate text with simple sentences	More extended written and oral production More complex ideas Detailed information Moderate to light support	Extended, more elaborate discourse Concrete and many abstract topics Increasingly complex text Some subtleties	Extended interactions All content areas at grade level Participate fully in academic and non-academic settings
IPT Beginning	IPT Early Intermediate	IPT Intermediate	IPT Early Advanced	IPT Advanced	IPT N/A

Table 6 shows that the five IPT proficiency levels correspond to the lowest five levels of California's six-level division. The definitions of students' skills upon *exit* from the Bridging level include numerous references to extended interactions, a variety of communication settings, full participation in interactions in all academic and non-academic settings, which the IPT cannot claim to sample because it is a limited-length, single-shot test.

CONCLUSION

The results of this alignment study indicate that there is an acceptable level of alignment between the California ELD Standards and the IPT Family of Tests. The alignment between the tests and the standards is strongest among the standards that describe language knowledge and use. The usual limitations of standardized tests are shown in the partial alignment between the tests and standards that describe extended writing or speaking, and between the tests and standards that describe interaction with a variety of partners in a variety of contexts. The only clear mismatches concern adapting language to various contexts, evaluating other language users' use of vocabulary and grammar, and evaluating others' arguments, which are not assessed on the IPT. In terms of proficiency levels, the alignment judgments indicate excellent balance while the overall proficiency level alignment shows that only the Exit stage of the Bridging level is not within the scope of the IPT, while the other levels are covered well by the IPT Oral, Reading, and Writing Tests.

REFERENCES

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Appendix A. Grade K Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases.	YES	NA	NA
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Expanding	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Bridging	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Expanding	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Bridging	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X*), as well as open responses.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Expanding	Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses, in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Bridging	Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	4		Emerging	No standard for kindergarten.	NA	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
			Adapting language choices to various contexts	Expanding	No standard for kindergarten.	NA	NA	NA
				Bridging	No standard for kindergarten.	NA	NA	NA
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support.	YES	NA	NA
				Expanding	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	YES	NA	NA
				Bridging	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
				Expanding	Describe ideas, phenomena (e.g., how butterfies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
I	B. Interpretive	6c	Reading closely and explaining interpretations	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
			and ideas from reading					
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support.	NO	NO	NA
				Expanding	Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.	NO	NO	NA
				Bridging	Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Distinguish how two different frequently used words (e.g., describing an action with the verb *walk* versus *run*) produce a different effect.	Partial: understand when listening	NO	NA
				Expanding	Distinguish how two different words with similar meaning (e.g., describing an action as *walk* versus *march*) produce shades of meaning and a different effect.	NA	NO	NA
				Bridging	Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance*) produce shades of meaning and a different effect.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	YES	NA	NA
				Expanding	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	YES	NA	NA
				Bridging	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and informational texts	Emerging	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	NA	NA	YES
				Expanding	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	NA	NA	YES

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Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
				Bridging	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	NA	NA	YES
I	C. Productive	10b	Writing literary and informational texts	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant background knowledge.	YES	NA	Partial: offer opinion with supoport
				Expanding	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	YES	NA	Partial: offer opinion with supoport
				Bridging	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	YES	NA	Partial: offer opinion with supoport
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	na	NA	NA	NA
				na	na	NA	NA	NA
				na	na	NA	NA	NA
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Retell texts and recount experiences using a select set of key words.	YES	NA	YES
				Expanding	Retell texts and recount experiences using complete sentences and key words.	YES	NA	YES
				Bridging	Retell texts and recount experiences using increasingly detailed complete sentences and key words.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other	Emerging	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *spicy* to describe a favorite food, using the word *larva* when explaining insect metamorphosis) while speaking and composing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

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Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
			language resources	Expanding	Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word *scurry* versus *run*) while speaking and composing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Bridging	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., The cat's fur was as *white as snow*) while speaking and composing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and organization based on purpose, text type, and discipline	Emerging	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	NA	Partial: while answering selected-response questions	YES
				Expanding	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	NA	Partial: while answering selected-response questions	YES
				Bridging	Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	NA	Partial: while answering selected-response questions	YES
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one time, then*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	NA	Partial: while answering selected-response questions	YES
				Expanding	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *next, after a long time*) to comprehending texts and composing texts in shared language activities guided by the	NA	Partial: while answering selected-response questions	YES

Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
					teacher, collaboratively with peers, and with increasing independence.			
				Bridging	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third, once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	NA	Partial: while answering selected-response questions	YES
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	YES	NA	YES
				Expanding	Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	YES	NA	YES
				Bridging	Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial - limited task
				Expanding	Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.	YES	NA	Partial - limited task
				Bridging	Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple	YES	NA	Partial - limited task

Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
					present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.			
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to expand ideas and provide more detail	Emerging	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and create precision	Emerging	Expand sentences with frequently used prepositional phrases (such as *in the house, on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses

Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
				Expanding	Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*) in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	No standard for kindergarten.	NA	NA	NA
				Expanding	No standard for kindergarten.	NA	NA	NA
				Bridging	No standard for kindergarten.	NA	NA	NA

Appendix B. Grade 1 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
				Expanding	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
				Bridging	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X*), as well as open responses in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA
				Expanding	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.	Partial: interacting with examiner	NA	NA
				Bridging	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	4	Adapting language	Emerging	No standard for grade 1.	NA	NA	NA
				Expanding	No standard for grade 1.	NA	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
			choices to various contexts	Bridging	No standard for grade 1.	NA	NA	NA
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support.	YES	NA	NA
				Expanding	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.	YES	NA	NA
				Bridging	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
				Expanding	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
I	B. Interpretive	7	Evaluating how well writers and	Emerging	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to	NO	NO	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
			speakers use language to present or support ideas		describe a character), with prompting and substantial support.			
				Expanding	Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	NO	NO	NA
				Bridging	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Distinguish how two different frequently used words (e.g., *large* versus *small*) produce a different effect on the audience.	Partial: understand when listening	NO	NA
				Expanding	Distinguish how two different words with similar meaning (e.g., *large* versus *enormous*) produce shades of meaning and a different effect on the audience.	NA	NO	NA
				Bridging	Distinguish how multiple different words with similar meaning (e.g., *big, large, huge, enormous, gigantic*) produce shades of meaning and a different effect on the audience.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	YES	NA	NA
				Expanding	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like).	YES	NA	NA
				Bridging	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and informational texts	Emerging	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	NA	NA	YES
				Expanding	Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	NA	NA	YES
				Bridging	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life	NA	NA	YES

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
					cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.			
I	C. Productive	10b	Writing literary and informational texts	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	Offer opinions and provide good reasons (e.g., *My favorite book is X because X*) referring to the text or to relevant background knowledge.	YES	NA	Partial: offer opinion with supoport
				Expanding	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	YES	NA	Partial: offer opinion with supoport
				Bridging	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	YES	NA	Partial: offer opinion with supoport
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	na	NA	NA	NA
				na	na	NA	NA	NA
				na	na	NA	NA	NA
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Retell texts and recount experiences, using key words.	YES	NA	YES
				Expanding	Retell texts and recount experiences, using complete sentences and key words.	YES	NA	YES
				Bridging	Retell texts and recount experiences, using increasingly detailed complete sentences and key words.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *scrumptious* to describe a favorite food, using the word *thorax* to refer to insect anatomy) while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Expanding	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *prance versus walk*) while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
				Bridging	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was *as big as a house*) to create an effect, precision, and shades of meaning while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and organization based on purpose, text type, and discipline	Emerging	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	NA	Partial: while answering selected-response questions	YES
				Expanding	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	NA	Partial: while answering selected-response questions	YES
				Bridging	Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	NA	Partial: while answering selected-response questions	YES
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one day, after, then*) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	NA	Partial: while answering selected-response questions	YES
				Expanding	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *a long time ago, suddenly*) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	NA	Partial: while answering selected-response questions	YES
				Bridging	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, first/ second/third*) to comprehending texts and	NA	Partial: while answering selected-	YES

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
					writing texts in shared language activities guided by the teacher and independently.		response questions	
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	YES	NA	YES
				Expanding	Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	YES	NA	YES
				Bridging	Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial - limited task
				Expanding	Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial - limited task
				Bridging	Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	YES	NA	Partial - limited task
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to	Emerging	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about	YES	NA	Partial: if choosing to

Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
			expand ideas and provide more detail		ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.			display this in responses
				Expanding	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and create precision	Emerging	Expand sentences with frequently used prepositional phrases (such as *in the house, on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/ effect (e.g., *She jumped because the dog barked*), in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
				Bridging	Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense clauses in simple ways (e.g., changing: *I like blue. I like red. I like purple → I like blue, red, and purple*) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Expanding	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *She's a doctor. She saved the animals. → She's the doctor who saved the animals*) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Bridging	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in *She's a doctor. She's amazing. She saved the animals. → She's the amazing doctor who saved the animals*) to create precise and detailed sentences in shared language activities guided by the teacher and independently.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

Appendix C. Grade 2 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and learned phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Expanding	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Bridging	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Offer opinions and negotiate with others in conversations using learned phrases (e.g., *I think X.*), as well as open responses, in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA
				Expanding	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but X.*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.	Partial: interacting with examiner	NA	NA
				Bridging	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.	Partial: interacting with examiner; limited length & depth	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
I	A. Collaborative	4	Adapting language choices to various contexts	Emerging	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	NO	NA	NO
				Expanding	Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.	NO	NA	NO
				Bridging	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.	YES	NA	NA
				Expanding	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.	YES	NA	NA
				Bridging	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
				Expanding	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
			and ideas from reading					
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	NO	NO	NA
				Expanding	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.	NO	NO	NA
				Bridging	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Distinguish how two different frequently used words (e.g., describing a character as *happy* versus *angry*) produce a different effect on the audience.	Partial: understand when listening	NO	NA
				Expanding	Distinguish how two different words with similar meaning (e.g., describing a character as *happy* versus *ecstatic*) produce shades of meaning and different effects on the audience.	NA	NO	NA
				Bridging	Distinguish how multiple different words with similar meaning (e.g., *pleased versus happy versus ecstatic*, *heard* or *knew* versus *believed*) produce shades of meaning and different effects on the audience.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	YES	NA	NA
				Expanding	Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	YES	NA	NA
				Bridging	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and	Emerging	Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult	NA	NA	YES

Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
			informational texts		(e.g., joint construction of texts), with peers, and sometimes independently.			
				Expanding	Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	NA	NA	YES
				Bridging	Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	NA	NA	YES
I	C. Productive	10b	Writing literary and informational texts	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	YES	NA	NO
				Expanding	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	YES	NA	NO
				Bridging	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	YES	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	na	NA	NA	NA
				na	na	NA	NA	NA
				na	na	NA	NA	NA
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Retell texts and recount experiences by using key words.	YES	NA	YES
				Expanding	Retell texts and recount experiences using complete sentences and key words.	YES	NA	YES
				Bridging	Retell texts and recount experiences using increasingly detailed complete sentences and key words.	YES	NA	YES

Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *generous* to describe a character, using the word *lava* to explain volcanic eruptions) while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Expanding	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash*) while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Bridging	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., *He was as quick as a cricket*) to create an effect, precision, and shades of meaning while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and organization based on purpose, text type, and discipline	Emerging	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *today, then*) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *after a long time, first/next*) to comprehending texts and writing texts with increasing independence.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
				Bridging	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, suddenly*) to comprehending and writing texts independently.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	YES	NA	YES
				Expanding	Use a growing number of verb types (e.g., doing, saying, being/having, thinking/ feeling) with increasing independence.	YES	NA	YES
				Bridging	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial - limited task
				Expanding	Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	YES	NA	Partial - limited task
				Bridging	Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.	YES	NA	Partial - limited task
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to expand ideas and provide more detail	Emerging	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in	YES	NA	Partial: if choosing to

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
					order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.			display this in responses
				Bridging	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and create precision	Emerging	Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as *at school, with my friend*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*) with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich*) independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety	Emerging	Condense clauses in simple ways (e.g., changing: *It's green. It's red. → It's green and red*) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
			of language resources	Expanding	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rain forest. → It's a green and red plant that's found in the rain forest*) to create precise and detailed sentences with increasing independence.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Bridging	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rain forest. → It's a green and red plant that's found in the tropical rain forest*) to create precise and detailed sentences independently.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

Appendix D. Grade 3 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Expanding	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Bridging	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA
				Expanding	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, and . . .*), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like.	Partial: interacting with examiner; limited length & depth	NA	NA
				Bridging	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but . . .*), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.	Partial: interacting with examiner; limited length & depth	NA	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
I	A. Collaborative	4	Adapting language choices to various contexts	Emerging	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	NO	NA	NO
				Expanding	Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.	NO	NA	NO
				Bridging	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA
				Expanding	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	YES	NA	NA
				Bridging	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
				Expanding	Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	NO	NO	NA
				Expanding	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support.	NO	NO	NA
				Bridging	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Distinguish how different words produce different effects on the audience (e.g., describing a character as *happy* versus *sad*).	Partial: understand when listening	NO	NA
				Expanding	Distinguish how different words with similar meanings (e.g., describing a character as *happy* versus *ecstatic*) produce shades of meaning and different effects on the audience.	NA	NO	NA
				Bridging	Distinguish how multiple different words with similar meanings (e.g., *pleased* versus *happy* versus *ecstatic, heard* versus knew versus *believed*) produce shades of meaning and different effects on the audience.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).	YES	NA	NA
				Expanding	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, and the like).	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like).	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and informational texts	Emerging	Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	NA	NA	YES

Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
				Expanding	Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	NA	NA	YES
				Bridging	Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and topics
I	C. Productive	10b	Writing literary and informational texts	Emerging	Paraphrase texts and recount experiences using key words from notes or graphic organizers.	Partial: orally retell a brief oral story	NA	NO
				Expanding	Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	Partial: orally retell a brief oral story	NA	NO
				Bridging	Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.	Partial: orally retell a brief oral story	NA	NO
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	YES	NA	NO
				Expanding	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Partial: limited length and complexity	NA	NO
				Bridging	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	Partial: limited length and complexity	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	na	NA	NA	NA
				na	na	NA	NA	NA
				na	na	NA	NA	NA
I	C. Productive	12/12a	Selecting and applying varied and precise	Emerging	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *dangerous* to describe a place, using the word	YES	NA	YES

Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
			vocabulary and other language resources		*habitat* when describing animal behavior) while speaking and writing.			
				Expanding	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash*) while speaking and writing.	YES	NA	YES
				Bridging	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and organization based on purpose, text type, and discipline	Emerging	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/ arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
				Bridging	Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *then, next*) to comprehending texts and writing basic texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *at the beginning/end, first/next*) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., *for example, afterward, first/next/last*) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for recounting an experience).	YES	NA	YES
				Expanding	Use a growing number of verb types (e.g., doing, saying, being/having, thinking/ feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	YES	NA	YES
				Bridging	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to expand ideas and provide more detail	Emerging	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and create precision	Emerging	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process (e.g., They walked *to the soccer field*).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process (e.g., They worked *quietly*; they ran *across the soccer field*).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar and new activities or processes (e.g., They worked *quietly all night in their room*).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to	YES	NA	Partial: if choosing to

Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
					express cause/effect (e.g., *The deer ran because the mountain lion approached them*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*).			display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense clauses in simple ways (e.g., changing: *It's green. It's red. → It's green and red*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Expanding	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rain forest. → It's a green and red plant that's found in the tropical rain forest*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Bridging	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rain forest. → It's a green and red plant that's found in the tropical rain forest*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

Appendix E. Grade 4 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Expanding	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Bridging	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA
				Expanding	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Partial: interacting with examiner; limited length & depth	NA	NA
				Bridging	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.	Partial: interacting with examiner; limited length & depth	NA	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
I	A. Collaborative	4	Adapting language choices to various contexts	Emerging	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	NO	NA	NO
				Expanding	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	NO	NA	NO
				Bridging	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA
				Expanding	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	YES	NA	NA
				Bridging	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support.	NA	Partial: answer selected-response questions	NA
				Expanding	Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	Use knowledge of frequently used affixes (e.g., *un-, mis-*) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	NA	Partial: answer selected-response questions	NA
				Expanding	Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	NA	Partial: answer selected-response questions	NA
				Bridging	Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine	NA	Partial: answer selected-	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
					the meaning of unknown and multiple-meaning words on familiar and new topics.		response questions	
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	na	NA	Partial: while answering selected-response questions	NA
				Expanding	na	NA	Partial: while answering selected-response questions	NA
				Bridging	na	NA	Partial: while answering selected-response questions	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	NO	NO	NA
				Expanding	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support.	NO	NO	NA
				Bridging	Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as *whined* versus *said*).	Partial: understand when listening	NO	NA
				Expanding	Distinguish how different words with similar meanings (e.g., describing a character as *smart* versus *an expert*) and figurative language (e.g., *as big as a whale*) produce shades of meaning and different effects on the audience.	NA	NO	NA
				Bridging	Distinguish how different words with related meanings (e.g., *fun* versus *entertaining* versus *thrilling*, *possibly* versus *certainly*) and figurative language produce	NA	NO	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
					shades of meaning and different effects on the audience.			
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support.	YES	NA	NA
				Expanding	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support.	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and informational texts	Emerging	Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	NA	NA	YES
				Expanding	Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	NA	NA	Partial: limited length and complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational texts	Emerging	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
				Expanding	Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
				Bridging	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	Supporting opinions or	Emerging	Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text)	YES	NA	NO

Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
			justifying arguments and evaluating others' opinions or arguments		or relevant background knowledge about content, with substantial support.			
				Expanding	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.	Partial: limited length and topics	NA	NO
				Bridging	Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*).	YES	NA	YES
				na	Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	YES	NA	Partial: if choosing to display this in responses
				na	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use a select number of general academic and domain-specific words to create precision while speaking and writing.	YES	NA	YES
				Expanding	Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	YES	NA	YES
				Bridging	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Select a few frequently used affixes for accuracy and precision (e.g., She walk*s*, I'm *un*happy).	YES	NA	YES
				Expanding	Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He like*s* . . . , I'm *un*happy).	YES	NA	YES
				Bridging	Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*).	YES	NA	YES
II	A. Structuring Cohesive Texts	1	*Understanding text structure*	Emerging	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is	NA	Partial: while answering	YES; one of the scoring criteria

Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
			and organization based on purpose, text type, and discipline		organized sequentially) to comprehending texts and writing basic texts.		selected-response questions	
				Expanding	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *first, yesterday*) to comprehending texts and writing basic texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *since, next, for example*) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *for instance, in*	NA	Partial: while answering selected-	YES; one of the scoring criteria

Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
					addition, at the end) to comprehending texts and writing cohesive texts.		response questions	
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use various verbs/verb types (e.g., doing, saying, being/having, thinking/ feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	YES	NA	YES
				Expanding	Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	YES	NA	YES
				Bridging	Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to expand ideas and provide more detail	Emerging	Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and	Emerging	Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar	YES	NA	Partial: if choosing to display this in responses

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
			create precision		activity or process (e.g., They walked *to the soccer field*).			
				Expanding	Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked *quietly*. They ran *across the soccer field*).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked *quietly all night in their room*).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/ effect (e.g., *The deer ran because the mountain lion came*) or to make a concession (e.g., She studied all night *even though* she wasn't feeling well).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense clauses in simple ways (e.g., through simple embedded clauses, as in, The woman is a doctor. She helps children. → The woman is a doctor *who helps children*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Expanding	Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing, as in, The dog ate quickly. The dog choked. → The dog ate so quickly *that it choked*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
				Bridging	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. → The Gold Rush *that began in the 1850s* brought a lot of people to California) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

Appendix F. Grade 5 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Expanding	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Bridging	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA
				Expanding	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Partial: interacting with examiner; limited length & depth	NA	NA
				Bridging	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's an interesting idea. However, . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.	Partial: interacting with examiner; limited length & depth	NA	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
I	A. Collaborative	4	Adapting language choices to various contexts	Emerging	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	NO	NA	NO
				Expanding	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	NO	NA	NO
				Bridging	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA
				Expanding	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	YES	NA	NA
				Bridging	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support	NA	Partial: answer selected-response questions	NA
				Expanding	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	Use knowledge of frequently-used affixes (e.g., *un-, mis-*), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	NA	Partial: answer selected-response questions	NA
				Expanding	Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	NA	Partial: answer selected-response questions	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
				Bridging	Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	na	NA	Partial: while answering selected-response questions	NA
				Expanding	na	NA	Partial: while answering selected-response questions	NA
				Bridging	na	NA	Partial: while answering selected-response questions	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	NO	NO	NA
				Expanding	Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support.	NO	NO	NA
				Bridging	Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as *angry* versus *furious*).	NA	NO	NA
				Expanding	Distinguish how different words with similar meanings (e.g., describing an event as *sad* versus *tragic*) and figurative language (e.g., *she ran like a cheetah*) produce shades of meaning and different effects on the audience.	NA	NO	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
				Bridging	Distinguish how different words with related meanings (e.g., *fun* versus *thrilling*, *possibly* versus *certainly*) and figurative language (e.g., *the stream slithered through the parched land*) produce shades of meaning and different effects on the audience.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	YES	NA	NA
				Expanding	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and informational texts	Emerging	Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	NA	NA	YES
				Expanding	Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization.	NA	NA	Partial: limited length and complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational texts	Emerging	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
				Expanding	Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
				Bridging	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	YES	NA	NO
				Expanding	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support.	Partial: limited length and topics	NA	NO
				Bridging	Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, has to, maybe*).	YES	NA	YES
				na	Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	YES	NA	Partial: if choosing to display this in responses
				na	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use a select number of general academic and domain-specific words to create precision while speaking and writing.	YES	NA	YES
				Expanding	Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	YES	NA	YES
				Bridging	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied	Emerging	Select a few frequently used affixes for accuracy and precision (e.g., She walk*s*, I'm *un*happy).	YES	NA	YES

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
			and precise vocabulary and other language resources	Expanding	Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He like*s* . . . , I'm *un*happy).	YES	NA	YES
				Bridging	Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*).	YES	NA	YES
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and organization based on purpose, text type, and discipline	Emerging	Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
			contribute to the way a text unfolds and flows	Expanding	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result*) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however*) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.	YES	NA	YES
				Expanding	Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.	YES	NA	YES
				Bridging	Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to expand ideas and provide more detail	Emerging	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses

Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and create precision	Emerging	Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a variety of familiar and new activities and processes.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using *and, but, so*).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to provide reasons to support ideas (e.g., X is an *extremely good book because _____*).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*), or to provide reasons to support ideas (e.g., *The author persuades the reader by _____*).	YES	NA	Partial: if choosing to display this in responses

Part	Mode of Communication	Std No.	Standard	Prof. Level	G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing Test G5
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense clauses in simple ways (e.g., through simple embedded clauses as in, *The book is on the desk. The book is mine. → The book that is on the desk is mine*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Expanding	Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, *The book is mine. The book is about science. The book is on the desk. → The science book that's on the desk is mine*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Bridging	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, *They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses

Appendix G. Grade 6 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	YES	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Partial: interacting with examiner	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	Partial: interacting with examiner; limited length & depth	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	NA	NA	NA	Partial: Independent work on paper or online, no graphics
				Expanding	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	NA	NA	NA	Partial: Independent work on paper or online, no graphics
				Bridging	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	NA	NA	NA	Partial: Independent work on paper or online, no graphics
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarifcation) using basic learned phrases (e.g., *I think . . . , Would you please repeat that?*), as well as open responses.	Partial: interacting with examiner	Partial: interacting with examiner	NA	NA
				Expanding	Negotiate with or persuade others in conversations (e.g., to provide counterarguments)	Partial: interacting	Partial: interacting	NA	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
					using an expanded set of learned phrases (*I agree with X, but . . .*), as well as open responses.	with examiner; limited length & depth	with examiner; limited length & depth		
				Bridging	Negotiate with or persuade others in conversations using appropriate register (e.g., to refect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses.	Partial: interacting with examiner; limited length & depth	Partial: interacting with examiner; limited length & depth	NA	NA
I	A. Collaborative	4	Adapting language choices to various contexts	Emerging	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	NO	NO	NA	NO
				Expanding	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	NO	NO	NA	NO
				Bridging	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	NO	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	YES	YES	NA	NA
				Expanding	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	YES	YES	NA	NA
				Bridging	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	YES	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	NA	NA	Partial: answer selected-response questions	NA
				Expanding	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	NA	Partial: answer selected-response questions	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
				Bridging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	NA	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*).	NA	NA	Partial: answer selected-response questions	NA
				Expanding	Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*).	NA	NA	Partial: answer selected-response questions	NA
				Bridging	Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, infuences*).	NA	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	NA	NA	Partial: while answering selected-response questions	NA
				Expanding	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	NA	NA	Partial: while answering selected-response questions	NA
				Bridging	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	NA	NA	Partial: while answering selected-response questions	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	NO	NO	NO	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
				Expanding	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	NO	NO	NO	NA
				Bridging	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	NO	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *cheap* versus the phrase *a good saver*) produce different effects on the audience.	NA	NA	NO	NA
				Expanding	Explain how phrasing, different words with similar meaning (e.g., describing a character as *stingy* versus *economical*), or figurative language (e.g., *The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning and different effects on the audience.	NA	NA	NO	NA
				Bridging	Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.	NA	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver brief oral presentations on a variety of topics and content areas.	YES	YES	NA	NA
				Expanding	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	Partial: limited length and topics	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.	Partial: limited length and topics	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and	Emerging	Write short literary and informational texts (e.g., an argument for protecting the rain forests)	NA	NA	NA	YES

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
			informational texts		collaboratively (e.g., with peers) and independently.				
				Expanding	Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization.	NA	NA	NA	Partial: limited length and complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	NA	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational texts	Emerging	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	NA	YES; of experiences
				Expanding	Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	NA	Partial: limited length and complexity
				Bridging	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.	YES	YES	NA	NO
				Expanding	Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support.	Partial: limited length and topics	Partial: limited length and topics	NA	NO
				Bridging	Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.	Partial: limited length and topics	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others'	na	Express attitude and opinions or temper statements with some basic modal expressions (e.g., *can, has to*).	YES	YES	NA	YES
				na	Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *maybe/probably, can/could, must*).	YES	YES	NA	Partial: if choosing to display this in responses

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
			opinions or arguments	na	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly/definitely, should/would, might*) and phrasing (e.g., *In my opinion . . .*).	YES	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use a select number of general academic words (e.g., *author, chart*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing.	YES	YES	NA	YES
				Expanding	Use a growing set of academic words (e.g., *author, chart, global, affect*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	YES	YES	NA	YES
				Bridging	Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	YES	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use knowledge of morphology to appropriately select affixes in basic ways (e.g., *She likes X*).	YES	YES	NA	YES
				Expanding	Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., *She likes X. That's impossible*).	YES	YES	NA	YES
				Bridging	Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *observe → observation, reluctant → reluctantly, produce → production*, and so on).	YES	YES	NA	YES
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and organization based on purpose, text type, and discipline	Emerging	Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence)	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria

Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
					to comprehending texts and writing texts with increasing cohesion.				
				Bridging	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows*	Emerging	Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows*	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result, on the other hand)* to comprehending texts and writing texts with increasing cohesion.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria

Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	YES	YES	NA	YES
				Expanding	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	YES	YES	NA	YES
				Bridging	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	YES	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	na	NA	NA	NA	NA
				Expanding	na	NA	NA	NA	NA
				Bridging	na	NA	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to expand ideas and provide more detail	Emerging	Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	YES	NA	Partial: if choosing to display this in responses

Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and create precision	Emerging	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	YES	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	YES	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	YES	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	YES	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	YES	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday because he had an exam on Monday*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to link two ideas that happen at the same time (e.g., *The students worked in groups while their teacher walked around the room*).	YES	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl *who changed the world*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	YES	NA	Partial: if choosing to display this in responses

Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral Test G6	IPT II Oral Test G6	IPT 2 Reading Test G6	IPT 2 Writing Test G6
				Expanding	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods that are made *without chemical fertilizers or insecticides*) to create precise and detailed sentences.	Partial: if choosing to display this in responses	YES	NA	Partial: if choosing to display this in responses
				Bridging	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They *destroyed* the rain forest. Lots of animals *died* → The *destruction* of the rain forest led to the *death* of many animals) to create precise and detailed sentences.	Partial: if choosing to display this in responses	YES	NA	Partial: if choosing to display this in responses

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Appendix H. Grade 7 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
				Expanding	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
				Bridging	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarifcation) using learned phrases (e.g., *I think . . .* , *Would you please repeat that?*) and open responses.	Partial: interacting with examiner	NA	NA
				Expanding	Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (I agree with X, but . . .), and open responses.	Partial: interacting with examiner	NA	NA
				Bridging	Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before), and open responses.	Partial: interacting with examiner	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
I	A. Collaborative	4	Adapting language choices to various contexts	Emerging	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	NO	NA	NO
				Expanding	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	NO	NA	NO
				Bridging	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA
				Expanding	Demonstrate active listening in oral presentation activities by asking and answering de- tailed questions, with occasional prompting and moderate support.	YES	NA	NA
				Bridging	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
				Expanding	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., *shows that*, *based on*).	NA	Partial: answer selected-response questions	NA
				Expanding	Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., *suggests that*, *leads to*).	NA	Partial: answer selected-response questions	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
				Bridging	Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	NA	Partial: while answering selected-response questions	NA
				Expanding	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	NA	Partial: while answering selected-response questions	NA
				Bridging	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	NA	Partial: while answering selected-response questions	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	NO	NO	NA
				Expanding	Explain how well writers and speakers use specific language to present ideas of support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	NO	NO	NA
				Bridging	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *polite* versus *good*) produce different effects on the audience.	NA	NO	NA
				Expanding	Explain how phrasing, different words with similar meaning (e.g., describing a character as diplomatic versus respectful) or figurative language (e.g., The	NA	NO	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
					wind blew through the valley like a furnace) produce shades of meaning and different effects on the audience.			
				Bridging	Explain how phrasing, different words with similar meaning (e.g., refined-respectful- polite-diplomatic), or figurative language (e.g., The wind whispered through the night) produce shades of meaning, nuances, and different effects on the audience.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver brief informative oral presentations on familiar topics.	Partial: limited length and topics	NA	NA
				Expanding	Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing under- standing of register.	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and informational texts	Emerging	Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.	NA	NA	YES
				Expanding	Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.	NA	NA	Partial: limited length and complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational texts	Emerging	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
				Expanding	Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
				Bridging	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	Supporting opinions or justifying	Emerging	Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	YES	NA	NO

Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
			arguments and evaluating others' opinions or arguments	Expanding	Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	Partial: limited length and topics	NA	NO
				Bridging	Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can, may*).	YES	NA	YES
				na	Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/ would/should).	YES	NA	Partial: if choosing to display this in responses
				na	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/potentially/absolutely, should/might).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use a select number of general academic words (e.g., *cycle, alternative*) and domain-specific words (e.g., *scene, chapter, paragraph, cell*) to create some precision while speaking and writing.	YES	NA	YES
				Expanding	Use a growing set of academic words (e.g., cycle, alternative, indicate, process), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	YES	NA	YES
				Bridging	Use an expanded set of general academic words (e.g., cycle, alternative, indicate, process, emphasize, illustrate), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She like*s* X. He walk*ed* to school).	YES	NA	YES
				Expanding	Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible).	YES	NA	YES
				Bridging	Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy destruction, probably probability, reluctant reluctantly).	YES	NA	YES
II	A. Structuring Cohesive Texts	1	*Understanding text structure*	Emerging	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are	NA	Partial: while answering	YES; one of the scoring criteria

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
			and organization based on purpose, text type, and discipline		organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.		selected-response questions	
				Expanding	Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, in- formative/explanatory texts and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing brief texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *at the end*, *next*) to comprehending texts and writing brief texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an	NA	Partial: while answering	YES; one of the scoring criteria

Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
					increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending texts and writing texts with increasing cohesion.		selected-response questions	
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	YES	NA	YES
				Expanding	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	YES	NA	YES
				Bridging	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to expand ideas and provide more detail	Emerging	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and	Emerging	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	YES	NA	Partial: if choosing to display this in responses

Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
			create precision	Expanding	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so; creating complex sentences using because).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound–complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world → This is a story about a girl who changed the world) to create precise and detailed sentences.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.	YES	NA	Partial: if choosing to display this in responses

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G7 Text	IPT II Oral Test G7	IPT 3 Reading Test G7	IPT 3 Writing Test G7
				Bridging	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominal- ization as in, They destroyed the rain forest. Lots of animals died The destruction of the rainforest led to the death of many animals) to create precise and detailed sentences.	YES	NA	Partial: if choosing to display this in responses

Appendix I. Grade 8 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphras- ing key ideas.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
				Expanding	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
				Bridging	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Negotiate with or persuade others in conversations (e.g., to gain and hold the foor or to ask for clarifcation) using learned phrases (e.g., *I think . . . Would you please repeat that?*) and open responses.	Partial: interacting with examiner	NA	NA
				Expanding	Negotiate with or persuade others in conver- sations (e.g., to provide counter-arguments) using learned phrases (I agree with X, but . . .) and open responses.	Partial: interacting with examiner	NA	NA
				Bridging	Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g.,I heard you say X, and that's a good point. I still think Y, though, because . . .) and open responses.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	4	Adapting language choices to	Emerging	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	NO	NA	NO

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
			various contexts	Expanding	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	NO	NA	NO
				Bridging	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA
				Expanding	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	YES	NA	NA
				Bridging	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
				Expanding	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*).	NA	Partial: answer selected-response questions	NA
				Expanding	Express inferences and conclusions drawn based on close reading grade- appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).	NA	Partial: answer selected-response questions	NA
				Bridging	Express inferences and conclusions drawn based on close reading of grade- level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).	NA	Partial: answer selected-response questions	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	NA	Partial: while answering selected-response questions	NA
				Expanding	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	NA	Partial: while answering selected-response questions	NA
				Bridging	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	NA	Partial: while answering selected-response questions	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	NO	NO	NA
				Expanding	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	NO	NO	NA
				Bridging	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word *persistent* versus the term *hard worker*) produce different effects on the audience.	NA	NO	NA
				Expanding	Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus persistent) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning and different effects on the audience.	NA	NO	NA
				Bridging	Explain how phrasing or different words with similar meanings (e.g., cunning versus smart, stammer	NA	NO	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
					versus say) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning, nuances, and different effects on the audience.			
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver brief informative oral presentations on concrete topics.	Partial: limited length and topics	NA	NA
				Expanding	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and informational texts	Emerging	Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	NA	NA	YES
				Expanding	Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.	NA	NA	Partial: limited length and complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational texts	Emerging	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
				Expanding	Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
				Bridging	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others'	Emerging	Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	YES	NA	NO
				Expanding	Justify opinions or persuade others by providing relevant textual evidence or rele- vant background knowledge, with moderate support.	Partial: limited length and topics	NA	NO

Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
			opinions or arguments	Bridging	Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowl- edge, with light support.	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can*, *may*).	YES	NA	YES
				na	Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/ would).	YES	NA	Partial: if choosing to display this in responses
				na	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., potentially/certainly/absolutely, should/might).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use a select number of general academic words (e.g., *specific*, *contrast*) and domain-specific words (e.g., *scene*, *cell*, *fraction*) to create some precision while speaking and writing.	YES	NA	YES
				Expanding	Use a growing set of academic words (e.g., specific, contrast, significant, func- tion), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	YES	NA	YES
				Bridging	Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, frac- tion), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).	YES	NA	YES
				Expanding	Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible).	YES	NA	YES
				Bridging	Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy destruction, probably probability, reluctant reluctantly).	YES	NA	YES
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and	Emerging	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to	NA	Partial: while answering selected-	YES; one of the scoring criteria

Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
			organization based on purpose, text type, and discipline		writing brief arguments, informative/explanatory texts and narratives.		response questions	
				Expanding	Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *at the end*, *next*) to comprehending and writing brief texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connect- ing words or phrases (e.g., for example, as a result, on the other hand) to comprehending and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing vari- ety of academic connecting and	NA	Partial: while answering selected-	YES; one of the scoring criteria

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
					transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending and writing texts with increasing cohesion.		response questions	
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases to create precision and clarity in different text types*	Emerging	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	YES	NA	YES
				Expanding	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	YES	NA	YES
				Bridging	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progres- sive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases to create precision and clarity in different text types*	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases to expand ideas and provide more detail*	Emerging	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
II		5	*Modifying to add details to*	Emerging	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to	YES	NA	Partial: if choosing to

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
	B. Expanding and Enriching Ideas		provide more information and create precision		provide details (e.g., time, manner, place, cause) about a familiar activity or process.			display this in responses
				Expanding	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so; creating complex sentences using because).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Condense ideas in an increasing variety of ways (e.g., through various types of embed- ded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. Organic	YES	NA	Partial: if choosing to display this in responses

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G8 Text	IPT II Oral Test G8	IPT 3 Reading Test G8	IPT 3 Writing Test G8
					vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.			
				Bridging	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominal- ization as in, They destroyed the rain forest.Lots of animals died. The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.	YES	NA	Partial: if choosing to display this in responses

Appendix J. Grades 9-10 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh-questions and responding using phrases and short sentences.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
				Expanding	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
				Bridging	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Negotiate with or persuade others in conversations using learned phrases (e.g., Would you say that again? I think . . .), as well as open responses to express and defend opinions	Partial: interacting with examiner	NA	NA
				Expanding	Negotiate with or persuade others in conversations (e.g., to provide counter- arguments) using a growing number of learned phrases (I see your point, but . . .) and open responses to express and defend nuanced opinions.	Partial: interacting with examiner	NA	NA
				Bridging	Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then	Partial: interacting with examiner	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
					politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before. However . . .), and open responses to express and defend nuanced opinions			
I	A. Collaborative	4	Adapting language choices to various contexts	Emerging	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	NO	NA	NO
				Expanding	Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	NO	NA	NO
				Bridging	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, commu- nity), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	YES	NA	NA
				Expanding	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	YES	NA	NA
				Bridging	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words.	NA	Partial: answer selected-response questions	NA
				Expanding	Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print	NA	Partial: answer selected-response questions	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
					and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain- specific words.			
				Bridging	Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multi- media formats, using a variety of detailed sentences and a range of general academic and domain-specific words.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multi- media using familiar verbs (e.g., seems that).	NA	Partial: answer selected-response questions	NA
				Expanding	Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., indicates that, suggests, as a result).	NA	Partial: answer selected-response questions	NA
				Bridging	Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	NA	Partial: while answering selected-response questions	NA
				Expanding	Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	NA	Partial: while answering selected-response questions	NA
				Bridging	Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	NA	Partial: while answering selected-response questions	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas	Emerging	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other spe- cific effects, with substantial support.	NO	NO	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
				Expanding	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	NO	NO	NA
				Bridging	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances and different effects on the audience.	NA	NO	NA
				Expanding	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or char- acter) produces nuances and different effects on the audience.	NA	NO	NA
				Bridging	Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Partial: limited length and topics	NA	NA
				Expanding	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understand- ing of register.	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and	Emerging	Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently	NA	NA	YES

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
			informational texts	Expanding	Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational texts	Emerging	Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
				Expanding	Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
				Bridging	Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	YES	NA	NO
				Expanding	Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	Partial: limited length and topics	NA	NO
				Bridging	Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).	YES	NA	YES
				na	Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/ would).	YES	NA	Partial: if choosing to display this in responses
				na	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/ potentially/ certainly/ absolutely, should/might).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and	Emerging	Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., characterization, photo- synthesis, society, quadratic functions) words to create clear spoken and written texts.	YES	NA	YES

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
			other language resources	Expanding	Use an increasing variety of grade- appropriate general academic (e.g., dominate, environment) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	YES	NA	YES
				Bridging	Use a variety of grade-appropriate general (e.g., anticipate, transaction) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	YES	NA	YES
				Expanding	Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or unbranched).	YES	NA	YES
				Bridging	Use knowledge of morphology to appro- priately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly).	YES	NA	YES
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and organization based on purpose, text type, and discipline	Emerging	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, third) to comprehending and writing brief texts	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as on the contrary, in addition, moreover) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use a variety of verbs in different tenses (e.g., past, present, future, simple, pro- gressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	YES	NA	YES
				Expanding	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progres- sive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize con- crete and abstract thoughts and ideas.	YES	NA	YES

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
				Bridging	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases* to expand ideas and provide more detail	Emerging	Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying* to add details to provide more information and create precision	Emerging	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	YES	NA	Partial: if choosing to display this in responses

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G9-10 Text	IPT II Oral Test G9-10	IPT 3 Reading Test G9-10	IPT 3 Writing Test G9-10
II	C. Connecting and Condensing Ideas	6	*Connecting ideas* within sentences by combining clauses	Emerging	Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and to join ideas (e.g., I want to read this book because it describes the solar system).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., While both characters strive for success, they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women's lives were changed forever after World War II as a result of joining the workforce).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., The students asked survey questions and recorded the responses).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the changing climate eventually disappeared).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentenc- es that condense concrete and abstract ideas (e.g., Another issue that people may be concerned with is the amount of money that it will cost to construct the new building).	YES	NA	Partial: if choosing to display this in responses

Appendix K. Grades 11-12 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
I	A. Collaborative	1	Exchanging information and ideas via oral communication and conversations	Emerging	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh-questions and responding using phrases and short sentences.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	Emerging	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
				Expanding	Collaborate with peers to engage in increas-ingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
				Bridging	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
I	A. Collaborative	3	Offering opinions and negotiating with or persuading others	Emerging	Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., Could you repeat that please? I believe . . .) and open responses to express and defend opinions.	Partial: interacting with examiner	NA	NA
				Expanding	Negotiate with and persuade others (e.g., by presenting counter-arguments) in dis-cussions and conversations using learned phrases (e.g., You make a valid point, but my view is . . .) and open responses to express and defend nuanced opinions.	Partial: interacting with examiner	NA	NA

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
				Bridging	Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new infor- mation and politely offer a counterpoint) using a variety of learned phrases (e.g., You postulate that X. However, I've reached a different conclusion on this issue) and open responses to express and defend nuanced opinions.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	4	Adapting language choices to various contexts	Emerging	Adjust language choices according to the context (e.g., classroom, com- munity) and audience (e.g., peers, teachers).	NO	NA	NO
				Expanding	Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	NO	NA	NO
				Bridging	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, com- munity), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or answering questions about what was heard	Emerging	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.	YES	NA	NA
				Expanding	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.	YES	NA	NA
				Bridging	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	Emerging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.	NA	Partial: answer selected-response questions	NA
				Expanding	Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-	NA	Partial: answer selected-	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
					based argument) based on close reading of a variety of grade- appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.		response questions	
				Bridging	Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multi-media formats, using a variety of detailed sentences and precise general academic and domain-specific words.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading closely and explaining interpretations and ideas from reading	Emerging	Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multi- media, using familiar verbs (e.g., seems that).	NA	Partial: answer selected-response questions	NA
				Expanding	Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a va- riety of verbs and adverbials (e.g., indicates that, suggests, as a result).	NA	Partial: answer selected-response questions	NA
				Bridging	Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from reading	Emerging	Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	NA	Partial: while answering selected-response questions	NA
				Expanding	Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	NA	Partial: while answering selected-response questions	NA
				Bridging	Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	NA	Partial: while answering selected-response questions	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use	Emerging	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by	NO	NO	NA

Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
			language to present or support ideas		providing evidence to support claims or connecting points in an argument) or create other specific effects.			
				Expanding	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	NO	NO	NA
				Bridging	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language resources	Emerging	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances or different effects on the audience.	NA	NO	NA
				Expanding	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	NA	NO	NA
				Bridging	Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral presentations	Emerging	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to sup- port ideas.	Partial: limited length and topics	NA	NA
				Expanding	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understand- ing of register.	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered by using an appropriate level of formality and under- standing of register.	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and	Emerging	Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.	NA	NA	YES

Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
			informational texts	Expanding	Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and register.	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational texts	Emerging	Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
				Expanding	Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
				Bridging	Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	Emerging	Justify opinions by articulating some textual evidence or background knowledge with visual support.	YES	NA	NO
				Expanding	Justify opinions and positions or persuade others by making connections be- tween ideas and articulating relevant textual evidence or background knowledge.	Partial: limited length and topics	NA	NO
				Bridging	Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge by using appropriate register.	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or justifying arguments and evaluating others' opinions or arguments	na	Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).	YES	NA	YES
				na	Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/ would).	YES	NA	Partial: if choosing to display this in responses
				na	Express attitude and opinions or temper statements with nuanced modal expres- sions (e.g., possibly/potentially/certainly/ absolutely, should/might).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and	Emerging	Use familiar general academic (e.g., temperature, document) and domain- specific (e.g., cell, the Depression) words to create clear spoken and written texts.	YES	NA	YES

Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
			other language resources	Expanding	Use an increasing variety of grade- appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., chromosome, federalism) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	YES	NA	YES
				Bridging	Use a variety of grade-appropriate general (e.g., alleviate, salutary) and domain-specific (e.g., soliloquy, micro- organism) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and other language resources	Emerging	Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources).	YES	NA	YES
				Expanding	Use knowledge of morphology to appro- priately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).	YES	NA	YES
				Bridging	Use knowledge of morphology to appro- priately select affixes in a variety of ways to manipulate language (e.g., changing inaugurate to inauguration).	YES	NA	YES
II	A. Structuring Cohesive Texts	1	*Understanding text structure* and organization based on purpose, text type, and discipline	Emerging	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts, and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanato- ry texts, and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a	*Understanding cohesion* and	Emerging	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using	NA	Partial: while answering	YES; one of the scoring criteria

Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
		2/2a	how language resources across a text contribute to the way a text unfolds and flows		pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.		selected-response questions	
				Expanding	Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	*Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows	Emerging	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, finally) to comprehending and writing brief texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Expanding	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as on the contrary, in addition, moreover) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	B. Expanding and Enriching Ideas	3/3a	*Using verbs and verb phrases* to create precision and clarity in different text types	Emerging	Use a variety of verbs in different tenses (e.g., past, present, future, simple, pro- gressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	YES	NA	YES
				Expanding	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize con- crete and abstract thoughts and ideas.	YES	NA	YES
				Bridging	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and	YES	NA	YES

Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
					mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.			
II	B. Expanding and Enriching Ideas	3b	*Using verbs and verb phrases to create precision and clarity in different text types*	Emerging	na	NA	NA	NA
				Expanding	na	NA	NA	NA
				Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	*Using nouns and noun phrases to expand ideas and provide more detail*	Emerging	Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create de- tailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	*Modifying to add details to provide more information and create precision*	Emerging	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	YES	NA	Partial: if choosing to display this in responses
II		6	*Connecting ideas within*	Emerging	Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating	YES	NA	Partial: if choosing to

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Part	Mode of Communication	Std No.	Standard	Prof. Level	G11-12 Text	IPT II Oral Test G11-12	IPT 3 Reading Test G11-12	IPT 3 Writing Test G11-12
	C. Connecting and Condensing Ideas		sentences by combining clauses		complex sentences using because) to make con- nections between and join ideas (e.g., I want to read this book because it tells the history of Pi).			display this in responses
				Expanding	Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for ex- ample, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., While both characters strive for success, they each take different approaches to reach their goals), or to establish cause (e.g., Women's lives were changed forever after World War II as a result of joining the workforce).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	*Condensing ideas* within sentences using a variety of language resources	Emerging	Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., The students asked survey questions and recorded the responses).	YES	NA	Partial: if choosing to display this in responses
				Expanding	Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verb or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the chang- ing climate eventually disappeared).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year).	YES	NA	Partial: if choosing to display this in responses