

Appendix B

Use of the IPT–II Oral Test for Student Placement in the *Champion of IDEAS* Program

Norm Year 2009

ELD programs sometimes offer different levels of student placement depending on their proficiency level. The introduction of the IPT Proficiency Levels into the score reporting system for the IPT family of tests facilitates the use of IPT scores for guiding student placement. The proficiency levels correspond to the levels offered in Ballard & Tighe’s *Champion of IDEAS* program, and other instructional programs may offer similar groupings of students into roughly five levels. The table below shows the placement recommendations for each IPT Proficiency Level in terms of the *Champion of IDEAS* program.

IPT Proficiency Level	Starting Point in <i>Champion</i>
Beginning	Red Level, Unit 1
Early Intermediate	Red Level, Unit 3
Intermediate	Blue Level, Unit 5
Early Advanced	Yellow Level, Unit 7
Advanced	Yellow Level, Unit 8

When placing students into appropriate proficiency levels in the *Champion of IDEAS* program, it is important to keep the following key points in mind:

- Decisions on student placement should be based on multiple criteria whenever possible. Importantly, the IPT II–Oral English Test does not assess the student’s literacy skills. In many cases, a student’s literacy skills may be lower than his or her oral skills. We recommend using the IPT II–Oral English Test together with an appropriate IPT Reading & Writing test for a comprehensive picture of a student’s skills.
- Sometimes students who achieve high scores on the IPT are nevertheless placed in an ELD program on the basis of other pertinent information about their level of proficiency in English. In such cases, the recommendation from the IPT II–Oral English Test is to place the student with other high-proficiency students, and at a level that assumes reasonable control of the linguistic features assessed at the two highest test levels.
- Test results are sometimes inaccurate for a variety of reasons. It is useful to review placement decisions after a week or two in a program and, if required, adjust student placement up or down as appropriate.

Norm Year 2004

If using the IPT II–Oral English Test which was normed in 2004, use the following chart to place students into the *Champion* program. Follow the Score Box directions to find an IPT Score Level for the student (“A” through “F”) using the IPT II–Oral English Test. Then place the student into the *Champion* program as indicated in the “Champion Program Entry Level” column.

Champion Program

Entry Level:

Unit 1* Unit 1**	TOTAL # OF LEVEL B ERRORS:	
	8 or more errors: Stop. Score is Level A.	
	4-7 errors. Stop. Score is Level B.	
	3 or fewer errors: Go to Level C.	

END OF LEVEL B

Unit 2 Unit 3	TOTAL # OF LEVEL C ERRORS:	
	9 or more errors: Stop. Score is Level B.	
	4-8 errors. Stop. Score is Level C.	
	3 or fewer errors: Go to Level D.	

END OF LEVEL C

Unit 4 Unit 5	TOTAL # OF LEVEL D ERRORS:	
	9 or more errors: Stop. Score is Level C.	
	4-8 errors. Stop. Score is Level D.	
	3 or fewer errors: Go to Level E.	

END OF LEVEL D

Unit 6 Unit 7	TOTAL # OF LEVEL E ERRORS:	
	10 or more errors: Stop. Score is Level D.	
	4-9 errors. Stop. Score is Level E.	
	3 or fewer errors: Go to Level F.	

END OF LEVEL E

Unit 7 Unit 8	TOTAL # OF LEVEL F ERRORS:	
	7 or more errors: Score is Level E.	
	6 or fewer errors: Score is Level F.	

END OF LEVEL F

*Student has no/almost no oral English skills.

** Student has minimal oral English skills.