

**Correlation Between Arkansas Department of Education English Language
Acquisition Framework and the IPT® Tests**

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<p>√ = Standard is addressed in the test. p = Standard is addressed in test * = This standard is more appropriately assessed in the classroom.</p>
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Strand 1: Listening The student continually develops listening through a variety of informal and formal opportunities.	IPT Oral Tests	IPT Reading and Writing Tests
Pre- production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the silent period. During the pre- production stage, teachers should encourage, not force, the students to participate in activities.		
K- 12 Student Learning Expectations		
L. PP. 1. Points to familiar objects as they are named or described.	√	
L. PP. 2. Responds to simple action words.	√	
L. PP. 3. Responds to directions and questions with appropriate physical action or in primary language.	√	
L. PP. 4. Demonstrates comprehension of oral instructions (e. g., match or draw a picture).	√	
L. PP. 5. Demonstrates understanding of time, money, colors, calendar, weather, and holidays.	p	
L. PP. 6. Recognizes letter/ sound association.	√	
Early Production: Students begin to express themselves in English and to respond to questions with single words or short phrases. The student continually develops listening through a variety of informal and formal opportunities. During the early- production stage, teachers should encourage, not force, the students to participate in activities.		
L. EP. 1. Categorizes objects by listening to oral directions.		
L. EP. 2. Draws a developmentally appropriate picture following oral directions.		
L. EP. 3. Listens to stories from a variety of genres/ authors.		
L. EP. 4. Demonstrates phonemic awareness (e. g., letter/ sound association).	√	
L. EP. 5. Participates in conversations with peers.	*	
L. EP. 6. Retells/ dramatizes simple stories.	√	
L. EP. 7. Adjusts to different speakers (e. g., media, teachers).	*	

Strand 1: Listening The student continually develops listening through a variety of informal and formal opportunities.	IPT Oral Tests	IPT Reading and Writing Tests
Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.		
L. Pro. 1. Follows multiple- step directions.	√	
L. Pro. 2. Makes visual representation from oral information.		
L. Pro. 3. Identifies the main idea and some details from oral stories.	√	
L. Pro. 4. Identifies common elements and/ or themes from oral stories and/ or poems.	*	
L. Pro. 5. Takes simple dictation.		
L. Pro. 6. Recognizes common homonyms (e. g., ate, eight).		
Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.		
L. SE. 1. Listens to stories and creates new endings.		
L. SE. 2. Categorizes objects by listening to oral directions.		
L. SE. 3. Draws a developmentally appropriate picture following oral instructions		
L. SE. 4. Identifies key concepts and details from stories and information.	√	
L. SE. 5. Takes dictation, recognizing grade-level words.		

Strand 1: Listening The student continually develops listening through a variety of informal and formal opportunities.	IPT Oral Tests	IPT Reading and Writing Tests
Intermediate Fluency: Students function in normal conversation, but have not fully acquired academic language		
L. IF. 1. Responds appropriately to inferred meaning as expressed by intonation, rhythm or stress.	*	
L. IF. 2. Identifies multiple word meanings and idiomatic expressions.		
L. IF. 3. Responds appropriately to humor such as jokes and riddles.	*	
L. IF. 4. Demonstrates understanding of oral English of challenging content (e. g., television news, weather reports, documentaries, riddles).	*	
L. IF. 5. Follows sequence of events and reaches conclusion.	√	
L. IF. 6. Identifies point of view from an oral reading.	√	
L. IF. 7. Takes dictation, recognizing grade- level words with appropriate spelling.		
L. IF. 8. Recognizes literal and figurative meanings		

Strand 2: Speaking The student becomes an increasingly effective speaker of English, able to communicate in ever widening contexts.	IPT Oral Tests	IPT Reading and Writing Tests
Pre- production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the silent period. During the pre- production stage, the teacher should encourage, not force, the students to participate in activities.		
S. PP. 1. Uses simple phrases to negotiate meaning.	*	
S. PP. 2. Responds to simple questions with gestures (if in silent period) or one to two word responses.	√	
S. PP. 3. Names familiar objects, (e. g., classroom items).	√	
S. PP. 4. Answers basic questions about self (e. g., name, grade).	√	
S. PP. 5. Uses common social greetings.	√	
Early Production: Students begin to express themselves in English and respond to questions with single words or short phrases. During the early- production stage, the teacher should encourage, not force, the students to participate in activities.		
S. EP. 1. Expresses likes, dislikes and needs.	√	
S. EP. 2. Describes objects.	√	
S. EP. 3. Participates in familiar rhymes, songs and choral readings.	*	
S. EP. 4. Answers “Who, What, When, Where” questions.	p	
S. EP. 5. Practices simple conversations with peers or adults about topics of shared interest.	*	

Strand 2: Speaking The student becomes an increasingly effective speaker of English, able to communicate in ever widening contexts.	IPT Oral Tests	IPT Reading and Writing Tests
Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.		
S. Pro. 1. Participates in oral group performances, class discussions, and sharing.	*	
S. Pro. 2. Answers questions in short complete sentences.	√	
S. Pro. 3. Expresses a simple point of view or opinion.	√	
S. Pro. 4. Gives a short informal oral presentation.	*	
S. Pro. 5. Gives simple directions to complete a task.		
S. Pro. 6. Retells a simple story that has been read aloud.	√	
S. Pro. 7. Recounts an activity or event.	√	
Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.		
S. SE. 1. Retells a story recalling characters, events, setting, conflict and resolution.	√	
S. SE. 2. Answer “how” and “why” questions with supporting details.	√	
S. SE. 3. Responds/ summarizes orally to age- appropriate literature.	*	
S. SE. 4. Gives instructions for basic activity (e. g. ballgame).		
S. SE. 5. Participates in academic discussion using appropriate vocabulary and gives a 3 to 5 minute expository speech.	*	
S. SE. 6. Retells stories using appropriate vocabulary and sequence.	√	
S. SE. 7. Answers questions in complete sentences using main idea and some supporting details.	√	

Strand 2: Speaking The student becomes an increasingly effective speaker of English, able to communicate in ever widening contexts.	IPT Oral Tests	IPT Reading and Writing Tests
Intermediate Fluency: Students function in normal conversation, but have not fully acquired academic language in English.		
S. IF. 1. Asks questions to clarify understanding and responds to the questions of others.	*	
S. IF. 2. Uses <u>idiomatic expressions</u> and figurative language.		
S. IF. 3. Exhibits English language proficiency commensurate with grade level.	*	
S. IF. 4. Initiates and participates in conversations with peers and adults using language appropriate to situation, participants and topics.	*	
S. IF. 5. Explains and supports point of view with facts.	√	
S. IF. 6. Uses a variety of verbal and <u>non-verbal strategies</u> to convey meaning, self-monitor and self-correct communication breakdowns.	*	

Strand 3: Reading The student becomes a reader who employs appropriate strategies and skills to construct meaning from increasingly complex English print.	IPT Oral Tests	IPT Reading and Writing Tests
Pre- production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the silent period. During the pre- production stage, the teacher should encourage, not force, the students to participate in activities.		
R. PP. 1. Demonstrates the correct position of the books and tracks reading left to right and top to bottom.		√
R. PP. 2. Sequences pictures after listening to a familiar text.		
R. PP. 3. Follows along in a story while listening to a tape.		
R. PP. 4. Matches pictures to simple words.		√
R. PP. 5. Uses illustrations and prior experience to help predict and bring meaning to text.		√
R. PP. 6. Decodes words using phonics.		*
R. PP. 7. Matches simple words to their spellings.		√
R. PP. 8. Reads short sentences and simple paragraphs.		√
R. PP. 9. Identifies both case letter names of the alphabet.		√
Early Production: Students begin to express themselves in English and respond to questions with single words or short phrases. During the early- production stage, the teacher should encourage, not force, the students to participate in activities.		
R. EP. 1. Reads a group generated language experience story.		*
R. EP. 2. Reads known and predictable text to partner		*
R. EP. 3. Sequences sentence strips after listening to a familiar text.		
R. EP. 4. Identifies high frequency words and phrases and predictable texts such as songs, stories, and chants.		*
R. EP. 5. Uses letter- sounds correspondence to identify sounds and words.		√
R. EP. 6. Reads aloud a passage from a text.		
R. EP. 7. Begins to use word structures, semantics and phonics to construct meaning from text.		√
R. EP. 8. Identifies elements of literature (e. g., plot, setting, main idea, characters, conflict or problem).		
R. EP. 9 Summarizes simple reading material.		

Strand 3: Reading The student becomes a reader who employs appropriate strategies and skills to construct meaning from increasingly complex English print.	IPT Oral Tests	IPT Reading and Writing Tests
Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.		
R. Pro. 1. Identifies main ideas.		√
R. Pro. 2. Recognizes familiar words and patterns.		√
R. Pro. 3. Answers a “Who, What, When, Where” and “Which” question.		
R. Pro. 4. Uses phonics, grammar, and context to recognize meaning.		√
R. Pro. 5. Sequences words in a sentence.		√
R. Pro. 6. Sequences parts of a story (Pre- production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the silent period., middle, end).		
R. Pro. 7 Uses decoding strategies (e. g., sounding out words, comparing similar words, breaking words into smaller parts, looking for word parts).		
R. Pro. 8. Engages in silent reading.		√
R. Pro. 9. Demonstrates interest and comprehension of a variety of reading materials.		*
R. Pro. 10. Demonstrates independent reading for pleasure.		*
R. Pro. 11. Uses reference sources (e. g., dictionary, encyclopedia, computer, etc.).		*
R. Pro. 12. Reads maps, charts, legends, graphs, and diagrams.		√

Strand 3: Reading The student becomes a reader who employs appropriate strategies and skills to construct meaning from increasingly complex English print.	IPT Oral Tests	IPT Reading and Writing Tests
Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.		
R. SE. 1. Reads texts and discusses comprehension questions.		p
R. SE. 2. Predicts what will happen next in reading.		√
R. SE. 3. Answers higher- order questions relating to the text.		√
R. SE. 4. Demonstrates a developing academic vocabulary.		√
R. SE. 5. Recognizes point of view of different characters.		√
R. SE. 6. Engages in a variety of reading genres (e. g., newspapers, periodicals, novels, short stories).		p
R. SE. 7. Recognizes and uses affixes and – antonyms/synonyms appropriately.		
Intermediate Fluency: Students function in normal conversation, but have not fully acquired academic language in English.		
R. IF. 1. Draws conclusions about context, events, characters and setting.		√
R. IF. 2. Searches, predicts, confirms and self- corrects while reading.		*
R. IF. 3. Demonstrates a developing academic vocabulary.		√
R. IF. 4. Recognizes figurative and literal language.		√

Strand 4: Writing Students use different writing processes to communicate with different audiences for a variety of purposes.	IPT Oral Tests	IPT Reading and Writing Tests
Pre- production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the silent period. During the pre- production stage, the teacher should encourage, not force, the students to participate in activities.		
W. PP. 1. Copies and writes letters, syllables words, etc.		√
W. PP. 2. Uses left to right, top to bottom progression.		√
W. PP. 3. Labels classroom objects.		
W. PP. 4. Writes basic autobiographical information.		√
W. PP. 5. Begins to develop personal vocabulary dictionaries.		*
W. PP. 6. Exhibits phonetic spelling.		√
W. PP. 7. Composes simple sentences.		√
Early Production: Students begin to express themselves in English and respond to questions with single words or short phrases. During the early- production stage, the teacher should encourage, not force, the students to participate in activities.		
W. EP. 1. Exhibits phonetic spelling.		√
W. EP. 2. Takes simple dictation.		
W. EP. 3. Uses basic conventions of writing to compose simple sentences (e. g., punctuation, capitalization, structure and form).		√
W. EP. 4. Composes simple paragraphs based on teacher created structures (e. g., frames).		*
W. EP. 5. Completes basic informational forms.		

Strand 4: Writing Students use different writing processes to communicate with different audiences for a variety of purposes.	IPT Oral Tests	IPT Reading and Writing Tests
Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.		
W. Pro. 1. Writes instructions for how to complete a simple task.		
W. Pro. 2. Composes journals, letters, poems, etc.		p
W. Pro. 3. Applies a variety of prewriting activities. (e. g., clustering, brainstorming, dialoguing, drawing, role playing and using learning logs).		*
W. Pro. 4. Develops a first draft that focuses on a central idea.		*
W. Pro. 5. Revises writing based on student- teacher collaboration.		*
W. Pro. 6. Edits using resources to correct mechanics.		*
W. Pro. 7. Produces a variety of types of writing for different purposes.		*
W. Pro. 8. Demonstrates a limited use of academic vocabulary.		√
Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.		
W. SE. 1. Responds to a variety of prompts with well -focused paragraph or essay.		√
W. SE. 2. Writes text that supports graphs and illustrations.		√
W. SE. 3. Writes for different purposes (e. g., simple reports, narratives).		√
W. SE. 4. Writes to summarize and paraphrase.		
W. SE. 5. Uses the writing process to prepare a composition, story or essay.		*
W. SE. 6. Demonstrates an increasing use of academic vocabulary.		

Strand 4: Writing Students use different writing processes to communicate with different audiences for a variety of purposes.	IPT Oral Tests	IPT Reading and Writing Tests
Intermediate Fluency: Students function in normal conversation, but have not fully acquired academic language in English.		
W. IF. 1. Uses writing process to produce a variety of types of writing for different purposes (e. g., individual or group project, reports, narratives, etc.).		*
W. IF. 2. Supports point of view with facts.		√
W. IF. 3. Organizes notes.		*
W. IF. 4. Analyzes a subject using supporting facts and details from various sources to produce a well- organized report.		*
W. IF. 5. Shows variety in the choice of vocabulary, sentence types and organizations.		√
W. IF. 6. Continues to demonstrate an increasing use of academic vocabulary.		

Strand 5: Culture Students use English for effective social communication.	IPT Oral Tests	IPT Reading and Writing Tests
Pre- production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the silent period. During the pre- production stage, the teacher should encourage, not force, the students to participate in activities.		
C. PP. 1. Responds to given name.	√	
C. PP. 2. Understands and responds in native language.		
C. PP. 3. Uses appropriate degree of formality.	*	
C. PP. 4. Interprets and responds appropriately to nonverbal cues and body language.	*	
C. PP. 5. Demonstrates knowledge of acceptable nonverbal classroom behaviors.	*	
C. PP. 6. Observes how others speak and behave in a particular situation or setting.	*	
Early Production: Students begin to express themselves in English and respond to questions with single words or short phrases. During the early- production stage, the teacher should encourage, not force, the students to participate in activities.		
C. EP. 1. Uses acceptable volume, stress and intonation in various social settings	*	
C. EP. 2. Recognizes and adjusts behavior in response to nonverbal cues.	*	
C. EP. 3. Uses English and native language appropriately in a multilingual social situation. (e. g., cooperative games or team sports).	*	
C. EP. 4. Models how others speak and behave in a particular situation or setting.	*	
C. EP. 5. Recognizes and respects cultural diversity.	*	

Strand 5: Culture Students use English for effective social communication.	IPT Oral Tests	IPT Reading and Writing Tests
Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.		
C. Pro. 1. Responds to and practices using slang.	*	
C. Pro. 2. Takes risks with languages.	*	
C. Pro. 3. Analyzes the social context to determine appropriate language use.	*	
C. Pro. 4. Determines appropriate topics for interaction.	*	
C. Pro. 5. Shares social and cultural traditions and values.	*	
Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.		
C. SE. 1. Demonstrates an understanding of appropriate ways to express feelings, needs and ideas. (e.g., compliments, gratitude, anger, frustration, sorrow).	*	
C. SE. 2. Asks for assistance with a task.	*	
C. SE. 3. Rephrases an utterance that results in cultural misunderstanding.	*	
C. SE. 4. Uses <i>native language</i> resources (human and material) to promote understanding.	*	
C. SE. 5. Responds to and uses idioms appropriately.	*	

Strand 5: Culture Students use English for effective social communication.	IPT Oral Tests	IPT Reading and Writing Tests
Intermediate Fluency: Students function in normal conversation, but have not fully acquired academic language in English.		
C. IF. 1. Demonstrates knowledge of two cultures.	*	
C. IF. 2. Responds effectively to the different demands of these two cultures.	*	
C. IF. 3. Demonstrates ability to communicate effectively in English and native language.	*	
C. IF. 4. Practices, self- monitors and self- evaluates language use according to setting and audience.	*	
C. IF. 5. Responds to and uses humor and sarcasm appropriately.	*	