

A Comparative Study:

The English Language Development Standards for the State of California and the IPT Battery of Tests for English Language Learners

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Introduction

This document describes a study comparing the California English Language Development (ELD) Standards with the IPT battery of tests. In this study, each item on the IPT assessments was evaluated in the context of each standard contained in the state document. Overall, the study revealed that much of the content in the ELD standards is embedded in the items in the IPT assessment battery.¹ To demonstrate how the IPT assessments align with the standards, the IPT items are listed next to each standard to which they correlate. In the first section, a specific example of each IPT item also is listed. Notes are included to explain how items relate to the standards, and, in some cases, why a standardized assessment might not include an item measuring a particular standard.

¹In reviewing the standards and the IPT items, it was noted that although all of the standards are essential for English language learners' academic success, not all of the standards may be assessed appropriately by a standardized test. Many of the standards are processes best assessed by classroom observation of instructional tasks. For example, in the Listening and Speaking section of the ELD standards at the Intermediate Level (Grades 6-8), one standard reads: "Prepare and deliver short presentations on ideas, premises, or images from a variety of common sources." This standard describes a task that requires adequate preparation time, an assignment best suited to classroom observation and assessment by the teacher. Another standard requires students to "Read narrative and text aloud with appropriate pacing, intonations, and expressions" (Reading, ELD Standards, Advanced, Grades K-2 and 3-5). Again, this is a process standard best performed in the classroom and not in a standardized test of this type.

LISTENING AND SPEAKING

Strategies and Applications

Beginning

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Answer simple questions with one to two word responses.	IPT I–Oral Item #1-7, 10, 13-16, 30-32, 47-49, 65, 66 IPT II–Oral Item #5, 6, 17	(IPT I–Oral Item #3) Tester shows student a picture of a teacher. Tester says: <i>Now let’s look at some pictures. Who is this? She is a _____.</i>
Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	IPT I–Oral Item #8, 9, 17, 20, 21, 34, 36, 43 IPT II–Oral Item #1, 11, 19, 20, 33	(IPT II–Oral Item #1) Tester says: <i>Please touch your ear with your hand.</i>
Begin to speak with a few words or sentences, using a few standard English grammatical forms and sounds (e.g., single words or phrases).	IPT I–Oral Item #11, 12, 18, 19, 22, 32 IPT II–Oral Item #9, 10, 24, 29	(IPT I–Oral Item #12) Tester shows student picture of a flag. Tester says: <i>What is this? This...</i>
Independently use common social greetings and simple repetitive phrases (e.g., “Thank you.”, “You’re welcome.”).	IPT I–Oral Item #1, 2, Sample Item A IPT II–Oral Item Sample A Note: Brief social greetings are exchanged when the test proctor and student meet for the IPT oral assessments. However, these greetings are not assessed. Emphasis in the assessment is on language needed in academic contexts. (IPT I–Oral Item #1) Tester says:	<i>What is your name?</i>
Ask and answer questions using phrases or simple sentences.	IPT I–Oral Item #12, 18, 22, 29, 33, 38, 51, 54, 55, 67 IPT II–Oral Item #24	(IPT I–Oral Item #67) Tester says: <i>What would you do if you had 10 dollars? Tell me in a sentence. What would you do?</i>

*Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

LISTENING AND SPEAKING

Strategies and Applications

Beginning (continued)

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Retell stories by using appropriate gestures, expressions and illustrative objects.	<p style="color: green;">IPT I–Oral Item #63-64, 79-82</p> <p>Note: Students are asked to retell stories in their own words. The use of appropriate gestures, expressions, and illustrative objects is not assessed.</p>	<p style="color: green;">(IPT I–Oral Item #63-64) Tester says: <i>What is your favorite TV show? Tell me all about it. Tell me the most important thing that happened. Tell me in sentences.</i></p> <p style="color: green;">(If student cannot think of a TV show, substitute the following:) <i>What is your favorite story? Tell me all about it.</i></p> <p style="color: green;">(Ask student to elaborate with any or all of the following questions as appropriate:) <i>—How did the people look?/How do you think the people looked? —How do you think they felt? —Why do you like the show?/Why do you like the story?</i></p>
Begin to be understood when speaking, but with inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns, and appropriate pronunciation of simple English words).	<p style="color: green;">IPT I–Oral Item #1-7, 10-16, 18-19, 22, 29, 30-33, 54</p> <p style="color: red;">IPT II–Oral Item #5-10, 16-17, 24, 29, 30</p>	<p style="color: green;">(IPT I–Oral Item #29) Tester says: <i>Tell me what you like about going to the park. I... Tell me in a sentence.</i></p>
Orally communicate basic personal needs and desires (e.g., “May I go to the bathroom?”).	<p>Note: While the ability to communicate basic personal needs is important, the IPT oral test does not attempt to elicit this type of communication since the focus is on eliciting language needed for academic success.</p>	

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LISTENING AND SPEAKING

Strategies and Applications

Intermediate

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Ask and answer instructional questions using simple sentences.	<p style="color: green;">IPT I–Oral Item #41-42, 44, 60-62</p> <p style="color: red;">IPT II–Oral Item #12-14, 30, 31, 34, 41-46</p> <p>Note: Instructional questions are defined here as questions that fulfill academic language functions, such as describing (see example), defining, comparing, identifying, or predicting.</p>	<p>(IPT I–Oral Item #60-62) Tester says: <i>Tell me three things about this pen.</i></p>
Listen attentively to stories/information and identify key details and concepts, using both verbal and non-verbal responses.	<p style="color: green;">IPT I–Oral Item #24, 25-28, 41-42, 79-82</p> <p style="color: red;">IPT II–Oral Item #41-44, 56-57, 74-75</p>	<p>(IPT I–Oral Item #26) Tester says: <i>John is taking a trip. He is going to the city to visit his grandmother. John will fly on a plane.</i></p> <p><i>Why is he taking a trip?</i></p>
Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was the most important?”).	<p style="color: green;">IPT I–Oral Item # 29, 41-42, 63-64, 75-76</p> <p style="color: red;">IPT II–Oral Item #58-59, 73, 74-75</p>	<p>(IPT II–Oral Item #73) Tester says: <i>Listen:</i> <i>Ann worked hard to buy a personal stereo with a head-set. It was great! She enjoyed it for one week when all of a sudden it stopped working. She had the sales receipt, so she took it and the stereo back to the store.</i></p> <p><i>What do you think will happen at the store?</i></p>
Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<p style="color: green;">IPT I–Oral Item #1, 2, 29, 54, 72-74</p> <p style="color: red;">IPT II–Oral Item #38, 55, 62</p> <p>Note: Although the test setting does not simulate a “social conversation,” some IPT items ask students to answer open-ended questions on topics that are familiar to the students.</p>	<p>(IPT I–Oral Item #54) Tester says: <i>What do you do during lunchtime after you eat?</i></p> <p style="color: red;">(IPT II–Oral Item #55) Tester says: <i>Imagine you are talking on the telephone with a friend. Tell your friend about three things that you like to do on weekends and why you like to do them.</i></p>
Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules are not in evidence (e.g., third person singular, male and female pronouns).	<p style="color: green;">IPT I–Oral Item #18, 19, 29, 33, 51, 54, 67</p> <p style="color: red;">IPT II–Oral Item #24, 25-27, 35-38, 52, 67-72</p>	<p>(IPT II–Oral Item #38) Tester says: <i>Think about what you did before dinner yesterday. Tell me what you did. Use a complete sentence.</i></p>

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LISTENING AND SPEAKING

Strategies and Applications

Advanced

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Demonstrate understanding of most idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).	Note: The standard suggests that over time a teacher might be able to see a student “demonstrate understanding of most idiomatic expressions.” The IPT oral assessments do not attempt to assess student use of idiomatic language.	
Recognize appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<p><i>IPT I–Oral Item #25-28, 29, 41-42, 44-46, 54, 60-64, 67, 72-83</i></p> <p><i>IPT II–Oral Item #24-27, 34, 38, 40-44, 48, 52, 56-59, 62, 64-66, 73-75, 79, 81-82, 85-91</i></p> <p><i>IPT 2–Writing (Part 3)</i></p> <p><i>IPT 3–Writing (Part 3)</i></p> <p>Note: Although the audience does not change during the IPT assessments, students are asked questions on a range of subject matter including everyday activities and structured academic content. This range of questions allows students to vary their register and the level of formality in their speech. However, the ability to do this is not rated.</p>	<p><i>(IPT I–Oral Item #72) Tester says: Think about what you did before school this morning. Tell me three things that happened.</i></p> <p><i>(IPT II–Oral Item #48) Tester says: If your parents tell you that you can’t use the car because it’s unreliable, what do they mean?</i></p> <p><i>(IPT 3–Writing Story A) Student is asked to write a speech based on the prompt: You have been nominated for the office of president of the student council. You would like to make several changes in your school to improve it. Write the speech you will give saying what you will do if elected. Tell how your ideas will make your school a better place. In your speech, tell why the students should vote for you.</i></p>
Negotiate and initiate social conversations by questioning, restating, soliciting and providing information, and paraphrasing the communication of others.	Note: The IPT oral assessments contain story retelling tasks which may elicit paraphrasing; however, they do not elicit social conversations between the student and the tester.	

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READING

Word Analysis, Fluency, and Systematic Vocabulary Development

Beginning

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Recognize and produce English phonemes that are like phonemes students hear and produce in their primary language.	<p style="color: green;">IPT I–Oral Item #23, 24, 39, 40, 56-59, 68-71</p> <p>Note: While differentiating between phonemes present or not present in one’s native language is an important language awareness issue, it is difficult to assess because of the variety of language backgrounds test takers have, among other things. In the IPT battery of tests, students differentiate between phonemes, but not between phonemes present or not present in the student’s language.</p>	<p style="color: green;">(IPT I–Oral Item #56-59) Tester says: <i>Listen, are these the same words? toy – boy No, they sound almost the same, but they are different. Now listen to these words. If they are the same, say “Yes.” If they are not the same, say, “No.”</i> dance – dense blouse – blouse vest – best pat – path</p>
Recognize and produce English phonemes that are not like phonemes students hear and produce in their primary language.		
Produce most English phonemes while beginning to read aloud.	Note: The IPT does not require students to read aloud.	
Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	IPT I–Oral Item #1-2	(IPT I–Oral Item #1) Tester says: <i>What is your name?</i>
Demonstrate comprehension of simple vocabulary with an appropriate action.	IPT I–Oral Item #8, 17, 20, 21, 34, 36, 43 IPT II–Oral Item #1, 11, 19, 20, 33	(IPT I–Oral Item #21) Tester says: <i>Now I want you to do something for me. Stand up and turn around.</i>
Retell stories using simple words, phrases, and sentences.	IPT I–Oral Item #63-64, 79-82	(IPT I–Oral Item #63) Tester says: <i>What is your favorite TV show? Tell me all about it. Tell me the most important thing that happened. Tell me in sentences.</i> (If student cannot think of a TV show, substitute the following:) <i>What is your favorite story? Tell me all about it.</i>

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READING

Word Analysis, Fluency, and Systematic Vocabulary Development

Beginning (continued)

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Recognize simple affixes (e.g., educate, education), prefixes (e.g., <u>dis</u> like, <u>pre</u> clude), synonyms (e.g., big, large), and antonyms (e.g., hot, cold).	<p>IPT I–Oral Item #11, 50, 52-53 IPT II–Oral Item #10, 37, 48, 53-54 IPT 1–Reading (Part 5) Item #1, 2, 9 IPT 2–Reading (Part 5) Item #10</p>	<p>(IPT I–Oral Item #52-53) Tester says: <i>I am going to say some words. Please tell me the opposite of each word. (Pause) The opposite of happy is sad.</i> <i>The opposite of heavy is _____.</i> <i>The opposite of cheap is _____.</i></p>
Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words.	<p>IPT 1–Reading (Part 2) Item #1-10 IPT 2–Reading (Part 2) Item #1-10 IPT 3–Reading (Part 2) Item #1-10</p> <p>Note: In a testing situation, it is difficult to know when a student is using knowledge about words to interpret the meaning of unknown words. The IPT assesses students’ ability to understand words in context.</p>	<p>(IPT 3–Reading [Part 2] Item #4) <i>The _____ skater demonstrated her outstanding technique to the audience.</i> A. <i>exception</i> B. <i>challenge</i> C. <i>patience</i> D. <i>professional</i></p>
Recognize the difference between first and third person using phrases or simple sentences.	<p>IPT I–Oral Item #22, 33, 55 IPT II–Oral Item #68 IPT 1–Writing (Part 2) Item #1-2 Third Person; (Part 3) Story A, B Third Person IPT 2–Writing (Part 2) Item #1-2 Third Person; (Part 3) Story A, B First & Third Person IPT 3–Writing (Part 2) Item #1-2 Third Person; (Part 2) Story A, B First Person</p> <p>Note: Students must demonstrate the ability to use first and third person accurately in both the oral and the writing assessments, as well as the sections on language usage in the reading assessment.</p>	<p>(IPT I–Oral Item #33) Tester shows student a picture of a boy on a bicycle. Tester says: <i>What does the boy do every day after school? He...</i></p>

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READING

Word Analysis, Fluency, and Systematic Vocabulary Development

Intermediate

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Produce English phonemes while reading aloud.	Note: The IPT does not require students to read aloud.	
Recognize sound/symbol relationship and basic word formation rules in written text (e.g., basic syllabication rules and phonics).	Note: The IPT does not require students to read aloud. Basic literacy skills are required to complete the reading assessments.	
Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.	Note: The IPT does not require students to read aloud. Basic literacy skills are required to complete the reading assessments.	
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings.	<p style="color: red;">IPT I–Oral Item #44-46, 54, 63, 64, 67, 72-74, 75, 76, 77, 78, 83</p> <p style="color: red;">IPT II–Oral Item #34, 40, 48, 52, 55, 57, 58-59, 64-65, 66, 73, 74, 75, 79-80, 82, 85-86</p> <p style="color: blue;">IPT 2–Writing (Part 2) Item #2</p> <p style="color: red;">IPT 3–Writing (Part 3) Story A, B</p> <p>Note: In the IPT assessments, students are required to communicate and express ideas using language appropriate for academic contexts.</p>	<p style="color: red;">(IPT II–Oral Item #58-59) Tester says: <i>Listen to this short story. Remember what I say, and then answer the question.</i></p> <p style="color: red;"><i>Victor has a big test next week in math, and he doesn't understand his homework. He came home after school feeling very worried and now wonders what he should do.</i></p> <p style="color: red;"><i>Tell me two things you think he should do to prepare for the test.</i></p>
Recognize simple antonyms and synonyms in written text (e.g., good, bad, blend, mix). Expand recognition of and begin to use appropriately.	Note: Not explicitly assessed in the IPT.	
Apply knowledge of vocabulary to discussions related to reading tasks.	Note: This standard is more applicable to classroom tasks. There are no reading tasks followed by discussion in the IPT.	

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READING

Word Analysis, Fluency, and Systematic Vocabulary Development

Intermediate (continued)

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Read simple vocabulary, phrases, and sentences independently.	Note: Required by all IPT reading tests.	
Read narrative and expository texts aloud with the correct pacing, intonation, and expression.	Note: The IPT does not require students to read aloud.	
Use expanded vocabulary and description words for oral and written responses to written texts.	<p>IPT 2–Writing (Part 3) Story A, B IPT 3–Writing (Part 3) Story A, B</p> <p>Note: The IPT does not require students to respond orally to written texts.</p>	<p>(IPT 2–Writing [Part 3] Story A) Student is asked to choose one of two stories—A or B—and to “finish” it.</p> <p><i>Everyone said that the house was haunted. My friend and I decided to find out for ourselves. We waited until midnight so we could approach the house by moonlight.</i></p> <p><i>I said, “It could be dangerous in there! I think I’ll wait outside while you go in.” I sat and waited and waited. Suddenly...</i></p>
Recognize and understand simple idioms, analogies, and figures of speech in written text.	<p>IPT 2–Reading (Part 3) IPT 3–Reading (Part 3)</p>	<p>(IPT 2–Reading [Part 3] First Story) <i>“All too soon, Mr. Jones yelled, ‘B.J., you’re up!’”</i></p> <p>(IPT 3–Reading [Part 3] First Story) <i>“When news broke in the United States,... ”</i></p>

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READING

Word Analysis, Fluency, and Systematic Vocabulary Development

Intermediate (continued)

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Recognize that words sometimes have multiple meanings and apply this knowledge to written text.	IPT 3–Reading (Part 3) Item #11, 12	<p>(IPT 3–Reading [Part 3] Item #11)</p> <p><i>One entry pictured horses grazing in a pasture green; Another charming image showed a sky so blue and clean.</i></p> <p><i>The one I judged most colorful presented humankind— People of many races stood with a rainbow just behind.</i></p> <p><i>In this poem, the word “races” means _____.</i></p> <p><i>A. running fast</i></p> <p><i>B. special foods</i></p> <p><i>C. sports events</i></p> <p><i>D. different groups of people</i></p>
Recognize the function of connectors in written text (e.g., “first, then, after that, finally”).	IPT 2–Reading (Part 5) Item #1	<p>(IPT 2–Reading [Part 5] Item #1)</p> <p><i>I had planned to work outdoors all day Saturday, _____ it rained so hard that I had to stay in.</i></p> <p><i>A. so</i></p> <p><i>B. but</i></p> <p><i>C. because</i></p>

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READING

Word Analysis, Fluency, and Systematic Vocabulary Development

Advanced

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Apply knowledge of sound/symbol relationships and basic word formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	Note: All IPT reading items and passages require students to apply what they know about words.	
Apply knowledge of academic and social vocabulary while reading independently.	<p>IPT 1–Reading (Part 4) Item #6 IPT 2–Reading (Part 3) Item #4 IPT 3–Reading (Part 4) Item #6</p> <p>Note: Students demonstrate and apply their knowledge of academic and social vocabulary when completing all items in Parts 3 (Reading for Understanding) and 4 (Reading for Life Skills) of the IPT reading assessments.</p>	<p>(IPT 3–Reading [Part 4] Item #6) Test item refers to two graphs with the heading “Major Crops Grown in 1991.”</p> <p><i>The _____ industry is represented in the graphs above:</i></p> <p><i>A. mining</i> <i>B. fishing</i> <i>C. agricultural</i> <i>D. manufacturing</i></p>
Be able to use standard dictionary to find the meanings of unfamiliar words.	Note: The IPT does not entail the use of a dictionary.	
Interpret the meaning of unknown words by using knowledge gained from previously read text.	<p>IPT 1–Reading (Part 2) Item #1-10; (Part 3) Item #7 IPT 2–Reading (Part 2) Item #1-10; (Part 3) Item #4 IPT 3–Reading (Part 2) Item #1-10; (Part 4) Item #6</p> <p>Note: All the IPT Reading tests include Vocabulary in Context sections as well as reading items that assess comprehension of vocabulary.</p>	<p>(IPT 2–Reading [Part 3] Item #4) Refer to Test Booklet for story.</p> <p><i>During the game, B.J. was _____.</i></p> <p><i>A. informed</i> <i>B. invited</i> <i>C. injured</i> <i>D. indoors</i></p>
Understand idioms, analogies, and metaphors in conversation and written text.	<p>IPT 2–Reading (Part 3) First Story IPT 3–Reading (Part 3) First Story</p>	<p>IPT 2–Reading [Part 3] First Story) <i>“All too soon, Mr. Jones yelled, ‘B.J., you’re up!’”</i></p> <p>IPT 3–Reading [Part 3] First Story) <i>“When news broke in the United States,... ”</i></p>

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READING Reading Comprehension		
Beginning		
ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Respond orally to stories read to the student, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<p>IPT I–Oral Item #8, 9, 17, 20, 21 IPT II–Oral Item #1, 11, 19, 20, 33</p> <p>Note: There are no reading items that require the use of physical actions and non-verbal communication in response to stories read aloud. In the IPT–Oral tests, students respond to commands, not stories.</p>	
Respond orally to stories read to the student, by answering factual comprehension questions (who, what, when, where, and how), using one or two word responses.	<p>IPT I–Oral Item #25 IPT II–Oral Item #41, 43-44</p>	<p>(IPT II–Oral Item #41) Tester says: <i>Listen. Remember what I say, and then answer the questions. I will say this only one time.</i></p> <p><i>Mrs. Green is going to have company for dinner. She is going to the store to buy some meat and groceries. As she will have other errands to do, she will be driving her car.</i></p> <p><i>What’s the woman’s name?</i></p>
Understand and follow simple one-step directions for classroom related activities.	<p>IPT I–Oral Item #8, 9, 20, 21</p>	<p>(IPT I–Oral Item #21) Tester says: <i>Now I want you to do something for me. Stand up and turn around.</i></p>
Identify the basic sequences of events in stories read to the student, using key words or visual representations such as pictures and storyboards.	<p>IPT I–Oral Item #79-82</p>	<p>(IPT I–Oral Item #79-82) Tester says: <i>Now listen to one more story. When I finish, I want you to tell me the story in your own words. Listen carefully, because I can tell the story only once.</i></p> <p><i>Joe was really proud of his new bicycle. He rode it everywhere. One morning he was ready to ride it to school, but where was it? Joe looked everywhere, but no bike! He was getting more and more frightened. Had someone taken it? He walked to school feeling awful. Suddenly he saw his best friend Tom riding the lost bike! Now Joe remembered. He had left his bike at Tom’s last night. What a relief!</i></p>

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READING

Reading Comprehension

Beginning (continued)

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Respond orally to stories read to the student by answering factual comprehension questions, using phrases or simple sentences.	IPT I–Oral Item #26-28 IPT II–Oral Item #42	(IPT I–Oral Item #26-28) Tester says: <i>Now I am going to tell you a story. I will tell the story only one time. After I finish, I will ask you questions about it. Listen carefully.</i> <i>John is taking a trip. He is going to the city to visit his grandmother. John will fly on a plane.</i> <i>Why is he taking a trip?</i> <i>How is he going?</i> <i>Where does his grandmother live?</i>

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READING		
Reading Comprehension		
Intermediate		
ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Understand and follow simple written directions for classroom related activities.	Note: Students must follow simple directions in order to successfully complete the IPT assessment.	
Read and orally identify the main ideas and draw inferences about written text using detailed sentences.	<p>Identify Main Idea: IPT 1–Reading (Part 3) Item #9; (Part 4) Item #1 IPT 2–Reading (Part 3) Item #3, 7, 8 IPT 3–Reading (Part 3) Item #12</p> <p>Draw Inferences: IPT 1–Reading (Part 3) Item #8 IPT 2–Reading (Part 3) Item #5, 9 IPT 3–Reading (None)</p> <p>IPT I–Oral Item #75-76</p> <p>Note: Students read and identify main ideas and draw inferences in both the oral and reading assessments. The oral assessment requires them to respond orally to text read aloud, and the reading assessment requires them to complete multiple choice questions in response to written text.</p>	<p>(IPT 2–Reading (Part 3) Item #5) Refer to Test Booklet for story. <i>When the class plays softball again, B.J. will probably feel _____.</i></p> <p><i>A. sillier</i> <i>B. angrier</i> <i>C. more frightened</i> <i>D. more confident</i></p>
Read and identify basic text features such as title, table of contents, and chapter headings.	<p>IPT 1–Reading (Part 4) Item #1-3 IPT 2–Reading (Part 4) Item #1-3, 5, 8 IPT 3–Reading (Part 4) Item #4</p>	<p>(IPT 1–Reading (Part 4) Item #2) Test item refers to book titled “My Garden” and the Table of Contents page. <i>You could learn how to plant seeds on page _____ .</i></p> <p><input type="radio"/> 9 <input type="radio"/> 1 <input type="radio"/> 4 <input type="radio"/> 6</p>

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READING

Reading Comprehension

Intermediate (continued)

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Respond to comprehension questions about written text, using detailed sentences (e.g., “The brown bear lives with his family in the forest.”).	<p style="color: green;">IPT 1–Reading (Part 3) Item #1-7, 11; (Part 4) Item #1</p> <p style="color: blue;">IPT 2–Reading (Part 3) Item #1, 2, 4, 11; (Part 4) Item #2</p> <p style="color: red;">IPT 3–Reading (Part 3) Item #1-5, 7-8; (Part 4) Item #1-3, 8, 9</p> <p>Note: Students answer comprehension questions in multiple choice format.</p>	<p style="color: red;">(IPT 3–Reading [Part 3] Item #4) Please refer to Test Booklet for complete item.</p> <p style="color: red;"><i>Americans were shocked in 1957 because they had expected _____.</i></p> <p style="color: red;">A. <i>the Soviet Union to launch a satellite</i></p> <p style="color: red;">B. <i>to be superior to the Soviet Union in the “space race”</i></p> <p style="color: red;">C. <i>the news to be less broken</i></p> <p style="color: red;">D. <i>to join a “space race” in second place</i></p>
Identify the basic sequences of events in stories read, using key words or phrases.	<p>Note: Students identify the basic sequence of events for stories read to them aloud, but not in the reading assessment.</p>	

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<p style="text-align: center;">READING Reading Comprehension</p>		
<p style="text-align: center;">Advanced</p>		
<p style="text-align: center;">ENGLISH LANGUAGE DEVELOPMENT STANDARD*</p>	<p style="text-align: center;">IPT® TEST ITEM(S)</p>	<p style="text-align: center;">SELECTED EXAMPLE</p>
<p>Read and orally respond to stories and other texts by answering factual comprehension questions about cause and effect relationships.</p>	<p>IPT 1–Reading (Part 3) Item #6, 7 IPT 2–Reading (Part 3) Item #11 IPT 3–Reading (Part 3) Item #4-7 IPT 3–Reading (Part 4) Item #1-2</p> <p>Note: Students do not respond to the readings orally.</p>	<p>(IPT 3–Reading [Part 3] Item #5) Please refer to Test Booklet for complete item. <i>One result of changes in the United States and the Soviet Union in the early 1990s was _____ .</i></p> <p>A. <i>more intense competition in space exploration</i> B. <i>an increase in successful space launches</i> C. <i>the conclusion of the space contest</i> D. <i>a space station on the moon</i></p>
<p>Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.</p>	<p>IPT 1–Reading (Part 3) Item #1, 4, 5, 10 IPT 2–Reading (Part 3) Item #7, 9, 12; (Part 4) Item #1 IPT 3–Reading (Part 3) Item #2, 4, 8; (Part 4) Item 1-3, 9</p> <p>Note: Students do not respond to the readings orally.</p>	<p>(IPT 2–Reading [Part 4] Item #1) Test item refers to a TV schedule. <i>You can learn about current events _____.</i></p> <p>A. <i>only in the morning</i> B. <i>in the morning and afternoon</i> C. <i>in the afternoon and evening</i> D. <i>in the morning and evening</i></p>
<p>Explain how understanding is affected by patterns of organization, repetition of key ideas, syntax, and word choice.</p>	<p>IPT 1–Reading (Part 3) Item #7, 8, 10, 12 IPT 2–Reading (Part 3) Item #1, 7, 12 IPT 3–Reading (Part 3) Item #6, 7, 8; (Part 4) Item #1-3, 7</p>	<p>(IPT 2–Reading [Part 3] Item #7) <i>Some arrive early, but some come late; Some are on time; some like to wait. Some can be shy; others are bold; Some like new things while others like old.</i></p> <p><i>Different feelings, different ways, Different people throughout our days. Who can tell when we'll make new friends? We'll wait and see what the school year sends.</i></p> <p><i>The poem tells us that _____.</i></p> <p>A. <i>it is not possible to meet others</i> B. <i>we are not all alike</i> C. <i>we can make other people be different</i> D. <i>we are impatient in school</i></p>

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READING

Reading Comprehension

Advanced (continued)

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Write a brief story summary (two or three paragraphs).	Note: IPT reading and writing items elicit holistic understanding of the texts read. However, students are not required to write a summary.	

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WRITING

Strategies and Applications

Beginning

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Copy the alphabet legibly.	Note: Students are not directly assessed on their ability to copy the alphabet.	
Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	Note: Not explicitly tested in the IPT.	
Write simple sentences, using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months).	IPT 1–Writing Parts 2 & 3 IPT 2–Writing Parts 2 & 3 IPT 3–Writing Parts 2 & 3 Note: Words used in the classroom are not explicitly tested except in the oral identification items. In the writing section, stories and pictures are used to elicit student writing samples.	
Write phrases and simple sentences that follow English syntactical order.	IPT 1–Writing Parts 2 & 3 IPT 2–Writing Parts 2 & 3 IPT 3–Writing Parts 2 & 3	

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WRITING

Strategies and Applications

Intermediate

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Following a model given by the teacher, write a short paragraph of at least four sentences.	<p style="color: green;">IPT 1–Writing (Part 2)</p> <p style="color: blue;">IPT 2–Writing (Part 2)</p> <p style="color: red;">IPT 3–Writing (Part 2)</p> <p>Note: The model is provided in the test booklet, not by the teacher.</p>	
Write legible, simple sentences that respond to topics from language arts and other content areas (e.g., math, science, history/social science).	<p style="color: green;">IPT 1–Writing</p> <p style="color: blue;">IPT 2–Writing</p> <p style="color: red;">IPT 3–Writing</p> <p>Note: All items provide opportunities to write language arts-like writing samples.</p>	
Create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms even though some rules may not be in evidence.	<p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p> <p>Note: IPT writing items give students opportunities to write as described at the Limited and Competent levels.</p>	
Write simple sentences about an event or character from a written text.	<p style="color: blue;">IPT 2–Writing (Part 3)</p> <p style="color: red;">IPT 3–Writing (Part 3)</p> <p>Note: IPT writing items require students to write about an event or character described in a short text.</p>	
Produce independent writing that is understood when read, regardless of the inclusion of some inconsistent use of standard grammatical forms.	<p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>	

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WRITING

Strategies and Applications

Advanced

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Develop a clear thesis and support it, using analogies, quotations, and facts appropriately.	IPT 3–Writing (Part 3) Note: Students may employ the use of quotations or analogies in their writing, but they are not assessed on their ability to do so.	
Write a multi-paragraph essay, with consistent use of standard grammatical forms.	IPT 2–Writing (Part 3) IPT 3–Writing (Part 3)	

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WRITING

Conventions

Beginning, Intermediate, and Advanced

ENGLISH LANGUAGE DEVELOPMENT STANDARD*	IPT® TEST ITEM(S)	SELECTED EXAMPLE
Use capital letters to write own name.	Note: Not assessed by the IPT.	
Use capital letters to begin a sentence and for proper nouns.	IPT 1–Writing (Part 1) Item #2, 5, 6 IPT 2–Writing (Part 1) Item #3, 7, 10 IPT 3–Writing (Part 1) Item #2, 4, 6	(IPT 1–Writing [Part 1] Item #2) His name is _____. <input type="radio"/> john rogers <input type="radio"/> john Rogers <input type="radio"/> John Rogers
Use a period or question mark at the end of a sentence.	IPT 1–Writing (Part 1) Item #1, 3, 4 IPT 2–Writing (Part 1) Item #4 Note: Punctuation items.	(IPT 2–Writing [Part 1] Item #4) Has she brought her books today _____ <input type="radio"/> ! <input type="radio"/> ? <input type="radio"/> .
Produce independent writing that includes partial consistency in the use of capitalization, periods, and correct spelling.	IPT 1–Writing (Parts 2 & 3) IPT 2–Writing (Parts 2 & 3) IPT 3–Writing (Parts 2 & 3)	
Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.	IPT 1–Writing (Parts 2 & 3) IPT 2–Writing (Parts 2 & 3) IPT 3–Writing (Parts 2 & 3)	

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