

READING

Reading Comprehension

ELD STANDARDS — EARLY ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Read and orally identify the main idea and use it to draw inferences about text, using detailed sentences.</p> <p style="color: green;">IPT 1–Reading (none)</p>	<p>Describe main ideas and supporting details of a text.</p> <p style="color: green;">IPT 1–Reading (none)</p> <p style="color: blue;">IPT 2–Reading (none)</p>	<p>Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p style="color: red;">IPT 3–Reading (none)</p>	<p>Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.</p> <p style="color: red;">IPT 3–Reading (Part 3) Item #1-12</p> <p style="color: red;">IPT 3–Reading (Part 4) Item #1-9</p>
<p>Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.</p> <p style="color: green;">IPT 1–Reading (none)</p>	<p>Generate and respond to comprehension questions related to the text.</p> <p style="color: green;">IPT 1–Reading (none)</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p><i>Requires extra time.</i></p>		
<p>Write a brief story summary (three or four complete sentences).</p> <p style="color: green;">IPT 1–Reading (none)</p>	<p>Describe major relationships between text and their experience.</p> <p style="color: green;">IPT 1–Reading (none)</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p><i>Students are not asked to relate test content to their own experiences.</i></p>		
<p>Read and use basic text features such as title, table of contents, and chapter headings.</p> <p style="color: green;">IPT 1–Reading (Part 4) Item #1-3</p>	<p>Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.</p> <p style="color: green;">IPT 1–Reading (Part 4) Item #1-9</p> <p style="color: blue;">IPT 2–Reading (Part 4) Item #1-9</p> <p><i>Answering the questions correctly in this section demonstrates the students' ability to use charts, schedules, etc.</i></p>		

READING

Reading Comprehension

ELD STANDARDS — EARLY ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.</p> <p style="color: green;">IPT 1–Reading (none)</p>	<p>Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.</p> <p style="color: green;">IPT 1–Reading (Part 3) Item #8 IPT 1–Reading (Part 4) Item #1, 4, 5 IPT 2–Reading (Part 3) Item #1, 5, 6, 9, 12</p>		<p>Analyze the structure and format of workplace documents, and how the authors use language to achieve their purpose.</p> <p style="color: red;">IPT 3–Reading (none)</p>
	<p>Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.</p> <p style="color: green;">IPT 1–Reading (Part 3) Item #7 – inference IPT 2–Reading (Part 3) Item #11 – cause/effect</p> <p><i>Many items in IPT 1 & 2–Reading (Parts 3 & 4) require students to carry out functions such as distinguish between fact and fiction, make inferences, and understand cause/effect.</i></p>		<p>Prepare an oral and written report which evaluates the credibility of an author’s argument or defense of a claim (include a bibliography).</p> <p style="color: red;">IPT 3–Reading (none)</p> <p><i>Requires classroom time to prepare.</i></p>
	<p>Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.</p> <p style="color: green;">IPT 1–Reading (none) IPT 2–Reading (none)</p>	<p>Identify and explain the differences among various categories of informational materials.</p> <p style="color: blue;">IPT 2–Reading (none) IPT 3–Reading (none)</p>	<p>Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.</p> <p style="color: red;">IPT 3–Reading (none)</p>

READING

Reading Comprehension

ELD STANDARDS — EARLY ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Analyze a variety of rhetorical styles found in consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i> <i>Classroom type tasks which require adequate time for the student to analyze and compare materials and documents are not assessed on the IPT.</i></p>	<p>Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, newspapers, magazines, etc.).</p> <p><i>IPT 3–Reading (none)</i> <i>Classroom type tasks which require adequate time for the student to analyze and compare materials and documents are not assessed on the IPT.</i></p>

READING

Reading Comprehension

ELD STANDARDS — ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Use a variety of comprehensive strategies both orally and in writing, with literary texts and texts from content areas; generate and respond to essential questions, make inferences, compare information from several sources, write summary of a story and/or inform.</p> <p><i>IPT 1–Reading (Part 3) Item #1-12</i> <i>Students respond to multiple choice questions about reading of text.</i></p>	<p>Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make inferences and generalizations.</p> <p><i>IPT 1–Reading (Part 3) Item #1-12</i> <i>IPT 1–Reading (Part 4) Item #1, 5</i> <i>IPT 2–Reading (Part 3) Item #1-12</i> <i>IPT 2–Reading (Part 4) Item #1-3, 7-9</i></p>	<p>Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.</p> <p><i>IPT 2–Reading (Part 3) Item #3, 6, 8-9, 11</i> <i>IPT 3–Reading (Part 3) Item #1-12</i> <i>IPT 3–Reading (Part 4) Item #1-9</i> <i>Students respond to multiple choice questions about reading of different texts.</i></p>	<p>Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content/areas.</p> <p><i>IPT 3–Reading (Part 3) Item #1-12</i> <i>IPT 3–Reading (Part 4) Item #1-9</i></p>
	<p>Describe main ideas and supporting details, including supporting evidence.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>		
<p>Locate and identify text features such as title, table of contents, chapter headings, diagrams and index.</p> <p><i>IPT 1–Reading (Part 4) Item #1-3, 7-9</i></p>	<p>Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate & draw information from text.</p> <p><i>IPT 1–Reading (Part 4) Item #1-9</i> <i>IPT 2–Reading (Part 4) Item #1-9</i> <i>Requires students to demonstrate their ability to draw information from charts, schedules, indexes, etc.</i></p>	<p>Analyze a variety of rhetorical styles, found in consumer and informational materials (e.g., warranties, contracts, instructional manuals, newspaper, magazines, signs, textbooks).</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i> <i>Classroom type task that requires adequate time for students to complete.</i></p>	<p>Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.</p> <p><i>IPT 3–Reading (none)</i> <i>Classroom type task that requires adequate time for students to complete.</i></p>

READING

Reading Comprehension

ELD STANDARDS — ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Identify and analyze the differences among various categories of informational materials.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text across content areas.</p> <p><i>IPT 3–Reading (none)</i></p>
	<p>Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>		
			<p>Prepare an oral and written report which evaluates the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.</p> <p><i>IPT 3–Reading (none)</i> <i>Classroom task.</i></p>
			<p>Prepare a brief research or synthesizing paper in which content areas and ideas are analyzed from several sources to present a coherent argument or conclusion, including proper format and bibliography.</p> <p><i>IPT 3–Reading (none)</i> <i>Classroom task.</i></p>

READING

Reading Comprehension

ELD STANDARDS — ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Distinguish between fact/opinion, inference, and cause/effect in text.</p> <p><i>IPT 1–Reading (Part 3) Item # 7 – inference</i></p> <p><i>IPT 2–Reading (Part 3) Item #11 – cause/effect</i></p> <p><i>Many items in IPT 1 & 2–Reading (Parts 3 & 4) require students to carry out functions such as draw inferences, make predictions, and/or understand cause and effect.</i></p>		

WRITING

Strategies and Applications

ELD STANDARDS — BEGINNING

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Copy the English alphabet legibly.</p> <p><i>IPT 1–Writing (none)</i> <i>Students are not asked to copy the alphabet on the IPT–Writing Tests.</i></p>	<p>Write the English alphabet legibly.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>Students must be able to write the alphabet legibly to obtain a passing score on the IPT–Writing tests.</i></p>		
<p>Copy words posted and commonly used in the classroom.</p> <p><i>IPT 1–Writing (none)</i> <i>Students are not asked to copy words on the IPT–Writing tests.</i></p>	<p>Label key parts of common objects.</p> <p><i>IPT 1–Writing (none)</i> <i>IPT 2–Writing (none)</i></p>	<p>Organize and record expository information on pictures, lists, charts, tables for literature and content areas.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>	<p>Organize and record expository information on pictures, lists, charts, tables for literature and content areas.</p> <p><i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>
<p>Write a few words or phrases about an event or character from a story read aloud.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>Students write about pictures and picture sequences.</i></p>	<p>Create simple sentences or phrases with some assistance.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>Students are required to write independently in the IPT–Writing tests.</i></p>	<p>Create simple sentences or phrases with some assistance.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students are required to write independently on the IPT–Writing tests.</i></p>	<p>Create simple sentences or phrases with some assistance.</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students are required to write independently on the IPT–Writing tests.</i></p>
<p>Write a phrase or simple sentence about an experience generated from a group story.</p> <p><i>IPT 1–Writing (none)</i></p>	<p>Use models to write short narratives.</p> <p><i>IPT 1–Writing (Part 2)</i> <i>IPT 2–Writing (Part 2)</i> <i>Students write about pictures and picture sequences.</i></p>	<p>Write a brief narrative piece using a few simple sentences that include some details and setting.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i></p>	<p>Write a brief narrative piece using a few simple sentences that include some details and setting.</p> <p><i>IPT 3–Writing (Part 2)</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Strategies and Applications

ELD STANDARDS — BEGINNING (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>During group writing activities, write brief narratives and stories using a few standard grammatical forms.</p> <p>IPT 1–Writing (Parts 2 & 3) IPT 2–Writing (Part 2) <i>Students write narratives about picture sequences. No group writing activities in the IPT tests.</i></p>	<p>Use the writing process to write brief narratives and stories with a few standard grammatical forms.</p> <p>IPT 2–Writing (Parts 2 & 3) IPT 3–Writing (Parts 2 & 3) <i>Calls for students to write narratives about picture sequences and a story following a prompt.</i></p>	<p>Use the writing process to write brief narratives with a few standard grammatical forms.</p> <p>IPT 3–Writing (Part 2) <i>Calls for students to write narratives about picture sequences.</i></p>
		<p>Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.</p> <p>IPT 2–Writing (Parts 2 & 3) IPT 3–Writing (Parts 2 & 3)</p>	<p>Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.</p> <p>IPT 3–Writing (Parts 2 & 3)</p>
		<p>Complete basic business forms that require information such as name, address, and telephone number.</p> <p>IPT 2–Writing (none) IPT 3–Writing (none) <i>IPT writing tasks focus on basic academic writing skills.</i></p>	<p>Complete a job application form by providing basic information such as name, age, address, and education.</p> <p>IPT 3–Writing (none) <i>IPT writing tasks focus on basic academic writing skills.</i></p>

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WRITING

Strategies and Applications

ELD STANDARDS — EARLY INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Write simple sentences about an event or character from a story read aloud.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>Students are asked to write about pictures and picture sequences. Stories are provided in the test booklet and not read aloud.</i></p>	<p>Write short narrative stories that include elements of setting and character.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Write brief responses to selected literature with factual understanding of the text using simple sentences.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>No response to literature in IPT.</i></p>	<p>Write responses to selected literature that exhibit factual understanding of the text and connect the student’s own experience to specific parts of the text using simple sentences.</p> <p><i>IPT 3–Writing (none)</i> <i>No response to literature in IPT.</i></p>
<p>Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., “Today is Tuesday.”)).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>Students may incorporate key words posted in classroom to write about picture sequences.</i></p>	<p>Use drawings, pictures, lists, charts, and tables, to respond to literature using simple sentences.</p> <p><i>IPT 1–Writing (none)</i> <i>IPT 2–Writing (none)</i> <i>No response to literature in IPT.</i></p>	<p>Use common verbs, nouns, and high frequency modifiers in simple sentences.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i></p>	<p>Use common verbs, nouns, and high frequency modifiers in simple sentences.</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i></p>
	<p>Follow a model given by the teacher to independently write short paragraphs of at least four sentences.</p> <p><i>IPT 1–Writing (none)</i> <i>IPT 2–Writing (none)</i> <i>Classroom task.</i></p>	<p>Following an outline, create a draft of a paragraph.</p> <p><i>IPT 2–Writing (Part 3)</i> <i>IPT 3–Writing (Part 3)</i> <i>Students may produce an outline, but they are not assessed on their ability to do so.</i></p>	<p>Following an outline, create a draft of a short essay using simple sentences.</p> <p><i>IPT 3–Writing (Part 3)</i> <i>Students may produce an outline, but they are not assessed on their ability to do so.</i></p>
	<p>Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i></p>	<p>Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Strategies and Applications

ELD STANDARDS — EARLY INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Given a model, write a friendly letter.</p> <p style="color: green;">IPT 1–Writing (none)</p> <p style="color: blue;">IPT 2–Writing (none)</p>	<p>Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (Part 3)</p> <p><i>Students write to persuade and give opinion and support.</i></p>	<p>Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.</p> <p style="color: red;">IPT 3–Writing (Part 3)</p> <p><i>Students write to persuade and give opinion and support.</i></p>
		<p>Collect information and take notes on a given topic from a variety of sources (e.g., dictionary, library books).</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>Classroom task.</i></p>	<p>Collect information and take notes on a given topic from a variety of sources (e.g., dictionary, library books).</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>Classroom task.</i></p>
<p>Write one to two simple sentences (e.g., “I went to the park.”).</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p>	<p>Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p>	<p>From a given topic, use elements of the writing process to write sentences and short paragraphs using supporting details, with some inconsistent use of standard grammatical forms.</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>	<p>From a given topic, use elements of the writing process to write sentences and short paragraphs using supporting details, with some inconsistent use of standard grammatical forms.</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>
		<p>Complete simple informational documents related to career development (e.g., bank forms and job applications).</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>IPT writing tasks focus on basic academic writing skills.</i></p>	<p>Complete simple informational documents related to career development (e.g., bank forms and job applications).</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>IPT writing tasks focus on basic academic writing skills.</i></p>

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Strategies and Applications

ELD STANDARDS — INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Write short narrative stories that include the elements of setting and character.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Narrate a sequence of events with some detail.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Narrate a sequence of events and communicate their significance to the audience.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>	<p>Narrate a sequence of events and communicate their significance to the audience.</p> <p><i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>
<p>Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Write brief expository compositions (e.g., description, compare and contrast, cause and effect, and problem/solution) that include a thesis and some points of support.</p> <p><i>IPT 3–Writing (Part 3)</i> <i>Students write to persuade and give opinion with support.</i></p>	<p>Write brief expository compositions and reports of information that: a) include a thesis and some supporting details; and b) provide information from primary sources; and c) organize and record information on charts, maps, and graphs.</p> <p><i>IPT 3–Writing (none)</i> <i>Classroom task that requires research time.</i></p>
<p>Following a model, use the writing process to independently write short paragraphs of at least three lines.</p> <p><i>IPT 1–Writing (Part 2)</i> <i>Students must write independently, but they are not required to follow the writing process.</i></p>	<p>Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>Students may use narrative or description.</i></p>	<p>Develop a clear purpose in a short essay using the rhetorical devices of quotations and facts appropriately.</p> <p><i>IPT 3–Writing (Part 3)</i> <i>Requires clear purpose, but quotations and facts are not required.</i></p>	<p>Recognize elements of characterization in a piece of writing and apply them when writing.</p> <p><i>IPT 3–Writing (none)</i></p>
	<p>Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms (Some rules may not be in evidence.).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>No responses to literature in IPT.</i></p>	<p>Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.</p> <p><i>IPT 3–Writing (none)</i> <i>No responses to literature in IPT.</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Strategies and Applications

ELD STANDARDS — INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p>	<p>Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p>	<p>Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>	<p>Recognize structured ideas and arguments and their supporting examples in a piece of writing, that uses detailed sentences.</p> <p style="color: red;">IPT 3–Writing (Part 3)</p> <p><i>Students are asked to incorporate structured ideas and arguments and supporting examples in their writing, using detailed sentences.</i></p>
<p>Write a friendly letter of a few lines.</p> <p style="color: green;">IPT 1–Writing (none)</p>	<p>Independently write a letter, using detailed sentences.</p> <p style="color: green;">IPT 1–Writing (none)</p> <p style="color: blue;">IPT 2–Writing (none)</p>	<p>Write documents related to career development (e.g., business letter, job applications).</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (none)</p>	<p>Write job applications and resumes that are clear and provide all needed information.</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>IPT writing tasks focus on basic academic writing skills.</i></p>
		<p>Write brief fictional biographies and short stories that include a sequence of events and provide supporting details using detailed sentences.</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>	<p>Write brief fictional biographies and short stories that include a sequence of events and provide supporting details using detailed sentences.</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>
		<p>Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be evident.).</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>Classroom task.</i></p>	<p>Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be evident.).</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>Classroom task.</i></p>

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WRITING

Strategies and Applications

ELD STANDARDS — INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Investigate and research a topic in content area and develop a brief essay or report that includes source citations.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>Classroom tasks.</i></p>	<p>Investigate and research a topic in content area and develop a brief essay or report that includes source citations.</p> <p><i>IPT 3–Writing (none)</i> <i>Classroom tasks.</i></p>

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Strategies and Applications

ELD STANDARDS — EARLY ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Write short narratives that include elements of setting, character and events.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Write a detailed summary of a story.</p> <p><i>IPT 1–Writing (none)</i> <i>IPT 2–Writing (none)</i></p>	<p>Write in different genres (e.g., short stories and narratives) and include coherent plot development, characterization, and setting.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Identify various elements of discourse in piece of writing (e.g., purpose, speaker, audience, form).</p> <p><i>IPT 3–Writing (Part 3)</i> <i>Students have opportunities to demonstrate elements of discourse in their writing sample.</i></p>
<p>Use writing process to write short paragraphs that maintain a consistent focus.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>Evidence of writing process not required.</i></p>	<p>Arrange compositions according to patterns of English rhetoric.</p> <p><i>IPT 1–Writing (Part 3)</i> <i>IPT 2–Writing (Part 3)</i></p>	<p>Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact appropriately.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (Part 3)</i> <i>Students may use these devices, but it is not required.</i></p>	<p>Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.</p> <p><i>IPT 3–Writing (Part 3)</i> <i>Students may use these devices, but it is not required.</i></p>
	<p>Write simple responses to stories read.</p> <p><i>IPT 1–Writing (none)</i> <i>IPT 2–Writing (none)</i></p>	<p>Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>No responses to literature in IPT.</i></p>	<p>Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.</p> <p><i>IPT 3–Writing (Part 3)</i></p>
<p>Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Use appropriate language variety, register, and genre in writing for language arts and other content areas.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i></p>	<p>Use appropriate language variety, register, and genre in writing for language arts and other content areas.</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Strategies and Applications

ELD STANDARDS — EARLY ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Write a formal letter.</p> <p><i>IPT 1–Writing (none)</i></p>	<p>Independently write a detailed formal letter.</p> <p><i>IPT 1–Writing (none)</i> <i>IPT 2–Writing (none)</i></p>	<p>Write pieces related to career development (e.g., business letter, job applications, letter of inquiry).</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>IPT writing tasks focus on basic academic writing skills.</i></p>	<p>Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.</p> <p><i>IPT 3–Writing (none)</i> <i>IPT writing tasks focus on basic academic writing skills.</i></p>
<p>Produce independent writing using consistent standard grammatical forms, but with some rules perhaps not in evidence.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.</p> <p><i>IPT 1–Writing (Part 3)</i> <i>IPT 2–Writing (Part 3)</i></p>	<p>Write persuasive and expository compositions that include a clear thesis, describe most organized points of support, and address a counter-argument.</p> <p><i>IPT 3–Writing (Part 3)</i></p>	<p>Write reflective compositions that explore the significance of events.</p> <p><i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>
		<p>Write detailed fictional biographies or autobiographies.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>	<p>Write detailed fictional biographies or autobiographies.</p> <p><i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>
		<p>Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>	<p>Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.</p> <p><i>IPT 3–Writing (none)</i> <i>Classroom task.</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Strategies and Applications

ELD STANDARDS — EARLY ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Write an essay or report that balances information, has original ideas, and gives credit in a bibliography. Use appropriate tone and voice based on purpose, audience, and subject matter.</p> <p><i>IPT 2-Writing (none)</i> <i>IPT 3-Writing (none)</i> <i>Classroom task.</i></p>	<p>Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.</p> <p><i>IPT 3-Writing (none)</i> <i>Classroom task.</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, "Classroom task."

WRITING

Strategies and Applications

ELD STANDARDS — ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Write short narratives that include examples of writing appropriate for language arts and other content areas, (e.g., math, science, social studies).</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p>	<p>Write short narratives that include examples of writing appropriate for language arts and other content areas, (e.g., math, science, social studies).</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p>	<p>Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (Part 3)</p>	<p>Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.</p> <p style="color: red;">IPT 3–Writing (Part 3)</p>
	<p>Write a persuasive composition using standard grammatical forms.</p> <p style="color: green;">IPT 1–Writing (none)</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p><i>Not in IPT at this grade level.</i></p>	<p>Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.</p> <p style="color: blue;">IPT 2–Writing (Part 3)</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>	<p>Produce writing that establishes a controlling impression or thesis.</p> <p style="color: red;">IPT 3–Writing (Part 3)</p>
<p>Write short narratives that include elements of setting, character, objects and events.</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p>	<p>Write narratives that include elements of setting, character, objects, and events.</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p>	<p>Use appropriate language variety, register, and genre in writing for language arts and other content areas.</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>	<p>Structure ideas and arguments within a given context, giving supporting and relevant examples.</p> <p style="color: red;">IPT 3–Writing (Part 3)</p>
		<p>Write pieces related to career development (e.g., business letter, job applications, letter of inquiry, memorandum).</p> <p style="color: blue;">IPT 2–Writing (none)</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>IPT writing tasks focus on basic academic writing skills.</i></p>	<p>Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.</p> <p style="color: red;">IPT 3–Writing (none)</p> <p><i>IPT writing tasks focus on basic academic writing skills.</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Strategies and Applications

ELD STANDARDS — ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Produce independent writing using consistent grammatical forms.</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p>	<p>Write multi-paragraph narrative and expository compositions using standard grammatical forms.</p> <p style="color: green;">IPT 1–Writing (Part 3) IPT 2–Writing (Part 3)</p>	<p>Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.</p> <p style="color: blue;">IPT 2–Writing (none) IPT 3–Writing (none)</p> <p><i>No responses to literature in IPT.</i></p>	<p>Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p>
<p>Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p><i>Evidence of the writing process not required.</i></p>	<p>Independently use all of the steps of the writing process.</p> <p style="color: green;">IPT 1–Writing (none) IPT 2–Writing (none)</p> <p><i>Classroom task.</i></p>	<p>Develop a clear thesis and support it with various rhetorical devices (e.g., analogies, quotation, fact, statistics, and comparison).</p> <p style="color: blue;">IPT 2–Writing (none) IPT 3–Writing (Part 3)</p> <p><i>Students may use these devices, but it is not required.</i></p>	<p>Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).</p> <p style="color: red;">IPT 3–Writing (Part 3)</p> <p><i>Students may use rhetorical devices, but it is not required.</i></p>
		<p>Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.</p> <p style="color: blue;">IPT 2–Writing (Part 3) IPT 3–Writing (Part 3)</p> <p><i>Students may produce outline while responding to the prompt.</i></p>	<p>Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.</p> <p style="color: red;">IPT 3–Writing (Part 3)</p> <p><i>Students may produce outline while responding to the prompt.</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Strategies and Applications

ELD STANDARDS — ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).</p> <p><i>IPT 2–Writing (Part 3)</i> <i>IPT 3–Writing (Part 3)</i></p>	<p>Write expository compositions, including analytical essays and research reports, for language arts and other content areas that provide evidence in support of a thesis and related claims.</p> <p><i>IPT 3–Writing (Part 3)</i></p>
		<p>Use various methods of investigation and research to develop an essay or report that balances information, and original ideas, and gives credit on a bibliography.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>Classroom tasks.</i></p>	<p>Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning.</p> <p><i>IPT 3–Writing (Part 3)</i> <i>Students are required to support their position in response to these prompts. However, classroom or research time is usually needed to complete these activities/tasks.</i></p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Conventions

ELD STANDARDS — BEGINNING

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Use capital letters when writing own name.</p> <p><i>IPT 1–Writing (none)</i></p>	<p>Use capital letters when writing own name and at the beginning of sentences.</p> <p><i>IPT 1–Writing (Part 1) Item #2</i> <i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Part 1) Item #3</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>Students who receive a score of Limited or above on the IPT demonstrate some control of capitalization rules.</i></p>		
	<p>Use a period at the end of a sentence.</p> <p><i>IPT 1–Writing (Part 1) Item #1, 3, 4</i> <i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Part 1) Item #4</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>Score of Limited or above indicates student has some control in use of punctuation.</i></p>	<p>Edit own work and correct basic punctuation.</p> <p><i>IPT 2–Writing (Part 1) Item #4, 6, 9</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Part 1) Item #3, 5, 7, 9, 10</i> <i>IPT 3–Writing (Parts 2 & 3)</i> <i>Score of limited or above shows student’s ability to use basic punctuation rules.</i></p>	<p>Edit own work and correct basic punctuation.</p> <p><i>IPT 3–Writing (Part 1) Item #3, 5, 7, 9, 10</i> <i>IPT 3–Writing (Parts 2 & 3)</i> <i>Score of Limited or above shows student’s ability to use basic punctuation skills.</i></p>
		<p>Identify basic vocabulary, mechanics, and structures in a piece of writing.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i></p>	<p>Identify basic vocabulary, mechanics, and structures in a piece of writing.</p> <p><i>IPT 3–Writing (none)</i></p>
		<p>Revise writing for proper use of beginning and ending sentence, punctuation, capitals and correct spelling.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> <i>It is possible students may self-correct during the writing test and achieve a higher score.</i></p>	<p>Revise writing for proper use of beginning and ending sentences, punctuation, capitals, and correct spelling.</p> <p><i>IPT 3–Writing (none)</i> <i>It is possible students may self-correct during the writing test and achieve a higher score.</i></p>

WRITING

Conventions

ELD STANDARDS — EARLY INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Use capital letters to begin a sentence and for proper nouns.</p> <p style="color: green;">IPT 1–Writing (Part 1) Item #2, 5, 6 IPT 1–Writing (Parts 2 & 3)</p>	<p>Use capital letters to begin a sentence and for proper nouns.</p> <p style="color: green;">IPT 1–Writing (Part 1) Item #2, 5, 6 IPT 1–Writing (Parts 2 & 3) IPT 2–Writing (Part 1) Item #3, 7, 10 IPT 2–Writing (Parts 2 & 3)</p>		
<p>Use a period or question mark at the end of a sentence.</p> <p style="color: green;">IPT 1–Writing (Part 1) Item #1, 3, 4 IPT 1–Writing (Parts 2 & 3)</p>	<p>Use a period at the end of a sentence, and use some commas appropriately.</p> <p style="color: green;">IPT 1–Writing (Part 1) Item #1, 3, 4 IPT 1–Writing (Parts 2 & 3) IPT 2–Writing (Part 1) Item #3, 7, 10 IPT 2–Writing (Parts 2 & 3)</p>		
<p>Edit writing for basic conventions (e.g., capital letters and periods with some corrections).</p> <p style="color: green;">IPT 1–Writing (Part 1) Item #1-10 IPT 1–Writing (Parts 2 & 3)</p> <p><i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for basic conventions of writing (e.g., punctuation, capitalization, and spelling with some corrections).</p> <p style="color: green;">IPT 1–Writing (Part 1) Item #1-10 IPT 1–Writing (Parts 2 & 3) IPT 2–Writing (Part 1) Item #1-10 IPT 2–Writing (Parts 2 & 3)</p> <p><i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for basic conventions of writing (e.g., punctuation, capitalization, spelling).</p> <p style="color: blue;">IPT 2–Writing (Part 1) Item #1-10 IPT 2–Writing (Parts 2 & 3) IPT 3–Writing (Part 1) Item #1-10 IPT 3–Writing (Parts 2 & 3)</p> <p><i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for basic conventions of writing (e.g., punctuation, capitalization, spelling).</p> <p style="color: red;">IPT 3–Writing (Part 1) Item #1-10 IPT 3–Writing (Parts 2 & 3)</p> <p><i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>

WRITING

Conventions

ELD STANDARDS — EARLY INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Revise writing, with teacher assistance, to clarify meaning and improve conventions and organization.</p> <p><i>IPT 2–Writing (none)</i> <i>IPT 3–Writing (none)</i> Classroom task.</p>	<p>Revise writing, with teacher assistance, to clarify meaning and improve conventions and organizations.</p> <p><i>IPT 3–Writing (none)</i> Classroom task.</p>
		<p>Use clauses, phrases, and mechanics with consistent variations in grammatical forms.</p> <p><i>IPT 2–Reading (Part 5) Item #1-10</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Reading (Part 5) Item #1-10</i> <i>IPT 3–Writing (Parts 2 & 3)</i> Reading tests contain a section on language usage.</p>	<p>Use clauses, phrases, and mechanics with consistent variations in grammatical forms.</p> <p><i>IPT 3–Reading (Part 5) Item #1-10</i> <i>IPT 3–Writing (Part 3)</i> Reading test contains a section on language usage.</p>

Note: Standards requiring classroom or research time as well as input from a teacher and peers are labeled, “Classroom task.”

WRITING

Conventions

ELD STANDARDS — INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p>	<p>Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p>		
<p>Use standard word order with some inconsistent grammar forms (e.g., subject/verb without inflections).</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p>	<p>Use standard word order with inconsistent grammar forms (e.g., subject/verb agreement).</p> <p style="color: green;">IPT 1–Writing (Parts 2 & 3)</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p>	<p>Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p> <p><i>Students may revise while taking the IPT Writing Tests, but they are not required to do so.</i></p>	<p>Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p> <p><i>Students may revise while taking the IPT Writing Tests, but they are not required to do so.</i></p>
		<p>Edit and correct basic grammatical structures and conventions of writing.</p> <p style="color: blue;">IPT 2–Writing (Part 1) Item #1-10</p> <p style="color: blue;">IPT 2–Writing (Parts 2 & 3)</p> <p style="color: red;">IPT 3–Writing (Part 1) Item #1-10</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p> <p><i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit and correct basic grammatical structures and conventions of writing.</p> <p style="color: red;">IPT 3–Writing (Part 1) Item #1-10</p> <p style="color: red;">IPT 3–Writing (Parts 2 & 3)</p> <p><i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>

WRITING

Conventions

ELD STANDARDS — EARLY ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Produce independent writing that includes some inconsistent use of capitalization, periods and correct spelling.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Create coherent paragraphs through effective transitions.</p> <p><i>IPT 2–Writing (Part 3)</i> <i>IPT 3–Writing (Part 3)</i></p>	<p>Create coherent paragraphs through effective transitions.</p> <p><i>IPT 2–Writing (Part 3)</i> <i>IPT 3–Writing (Part 3)</i></p>
<p>Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Use standard word order with some consistent grammar forms, including inflections.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students may revise while writing their responses to the prompts, but they are not required to do so or rated on this.</i></p>	<p>Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students may revise while writing their responses to the prompts, but they are not required to do so or rated on this.</i></p>
<p>Edit writing for some conventions (e.g., capital letters and periods).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for basic conventions of writing (e.g., punctuation, capitalization and spelling).</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for grammatical structures and conventions of writing.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for grammatical structures and conventions of writing.</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>

WRITING

Conventions

ELD STANDARDS — ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Use complete sentences and correct word order.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Use complete sentences and correct word order.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>	<p>Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students may revise their writing samples, but they are not rated on their ability to do so.</i></p>	<p>Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students may revise their writing samples, but they are not rated on their ability to do so.</i></p>
<p>Use correct parts of speech, including correct subject/verb agreement.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 1–Reading (Part 5) Item #2, 4, 7</i> <i>Reading tests contain a section on language usage.</i></p>	<p>Use correct parts of speech, including correct subject/verb agreement.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 1–Reading (Part 5) Item #2, 4, 7</i> <i>IPT 2–Reading (Part 5) Item # 6, 7</i> <i>Reading tests contain a section on language usage.</i></p>	<p>Create coherent paragraphs through effective transitions and parallel constructions.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i></p>	<p>Create coherent paragraphs through effective transitions and parallel constructions.</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i></p>
<p>Edit writing for punctuation, capitalization, and spelling.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for punctuation, capitalization, and spelling.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i> <i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for conventions of writing to approximate standard grammatical forms.</p> <p><i>IPT 2–Writing (Parts 2 & 3)</i> <i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>	<p>Edit writing for conventions of writing to approximate standard grammatical forms.</p> <p><i>IPT 3–Writing (Parts 2 & 3)</i> <i>Students may edit while responding to the writing prompts, but they are not rated on their ability to do so.</i></p>
<p>Produce writing that demonstrates a command of the conventions of standard English.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i></p>	<p>Produce writing that demonstrates a command of the conventions of standard English.</p> <p><i>IPT 1–Writing (Parts 2 & 3)</i> <i>IPT 2–Writing (Parts 2 & 3)</i></p>		

READING

Literary Response and Analysis

ELD STANDARDS — BEGINNING

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Listen to a story and respond orally to simple stories from literature by answering factual comprehension questions using one- or two-word responses.</p> <p><i>IPT I–Oral Item #25-28, 41-42</i> Students respond to oral questions about stories read aloud.</p>	<p>Listen to a story and respond orally to simple stories from literature by answering factual comprehension questions using one- or two-word responses.</p> <p><i>IPT I–Oral Item #25-28, 41-42</i> Students respond to oral questions about stories read aloud.</p>	<p>Orally respond to familiar literary texts by answering factual comprehension questions using one-or two-word responses.</p> <p><i>IPT II–Oral Item #41-44</i> Students respond to oral questions about stories read aloud.</p>	<p>Orally identify the beginning, middle, and end of a simple literary text.</p> <p><i>None.</i></p>
<p>Draw pictures related to a work of literature identifying setting and characters.</p> <p><i>None.</i></p>	<p>Orally identify different characters and settings in simple literary texts using words or phrases.</p> <p><i>IPT I–Oral Item #25-28</i> Students respond to oral questions about stories read aloud.</p>	<p>Orally identify different characters and settings in simple literary texts using words or phrases.</p> <p><i>IPT I–Oral Item #25-28</i> Students respond to oral questions about stories read aloud.</p>	<p>Read and orally identify the speaker or narrator in a simple selection.</p> <p><i>IPT 3–Reading (Part 3) Item #10</i> Students respond in written form.</p>
		<p>Role-play a character from a well-known literary piece using words and phrases.</p> <p><i>None.</i></p>	<p>Role-play a character from a well-known literary piece using phrases or simple sentences.</p> <p><i>None.</i></p>
	<p>Orally distinguish between fiction and non-fiction using one- or two-word responses.</p> <p><i>None.</i></p>	<p>Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.</p> <p><i>None.</i></p>	<p>Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.</p> <p><i>None.</i></p>
			<p>Recognize the difference between first and third person using phrases or simple sentences.</p> <p><i>None.</i></p>

Note: The IPT tests require students to listen to and retell brief stories, and read and comprehend simple poems and stories. However, as a language proficiency test, it does not assess the comprehensive literacy analysis skills included in this section of the standards.

READING

Literary Response and Analysis

ELD STANDARDS — BEGINNING (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</p> <p><i>None.</i></p>	<p>Use pictures, lists and charts to orally identify the characteristics of three different forms of literature, fiction, non-fiction and poetry.</p> <p><i>None.</i></p>	
		<p>Recite simple poems.</p> <p><i>None.</i></p>	<p>Recite simple poems.</p> <p><i>None.</i></p>

Note: The IPT tests require students to listen to and retell brief stories, and read and comprehend simple poems and stories. However, as a language proficiency test, it does not assess the comprehensive literacy analysis skills included in this section of the standards.

READING

Literary Response and Analysis

ELD STANDARDS — EARLY INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>While reading in a group, respond orally to stories by answering factual comprehension questions, using simple sentences.</p> <p><i>None.</i></p>	<p>Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.</p> <p><i>None.</i></p>	<p>Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.</p> <p><i>None.</i></p>	<p>Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.</p> <p><i>None.</i></p>
	<p>Orally identify the main events of the plot using simple sentences.</p> <p><i>IPT I–Oral Item #79-82</i> <i>Students orally retell brief story.</i></p>	<p>Read and orally identify the main events of the plot using simple sentences.</p> <p><i>None.</i></p>	<p>Read and orally identify the main events of the plot using simple sentences.</p> <p><i>None.</i></p>
		<p>Read and orally identify the speaker or narrator in a selection.</p> <p><i>None.</i></p>	
		<p>Identify the difference between first and third person using simple sentences.</p> <p><i>None.</i></p>	
<p>Recite simple poems.</p> <p><i>None.</i></p>	<p>Recite simple poems.</p> <p><i>None.</i></p>		
<p>Orally identify setting and characters using simple sentences and vocabulary.</p> <p><i>IPT I–Oral Item #25-28, 79-82</i></p>	<p>Orally describe the setting of a piece of literature using simple sentences.</p> <p><i>None.</i></p>		<p>Orally identify literary elements of theme, plot, setting, and character using simple sentences.</p> <p><i>None.</i></p>

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READING

Literary Response and Analysis

ELD STANDARDS — EARLY INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Orally distinguish among poetry, drama, and short stories using simple sentences.</p> <p><i>None.</i></p>	<p>Orally distinguish the characteristics of different forms of fiction and two forms of poetry, using simple sentences.</p> <p><i>None.</i></p>	<p>Distinguish the characteristics of different forms of dramatic literature using simple sentences (e.g., comedy and tragedy).</p> <p><i>None.</i></p>
	<p>Orally describe what a character is like by what he/she does in a selection, using simple sentences.</p> <p><i>None.</i></p>	<p>Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.</p> <p><i>None.</i></p>	<p>Briefly describe what a character is like by what he/she does in a narration, dialogue, or drama, using simple sentences.</p> <p><i>None.</i></p>
			<p>Use expanded vocabulary and some descriptive words for oral responses to literary texts.</p> <p>IPT II–Oral Item #87-91 <i>Requires student to orally retell brief story. Story contains expanded vocabulary.</i></p>

Note: The IPT tests require students to listen to and retell brief stories, and read and comprehend simple poems and stories. However, as a language proficiency test, it does not assess the comprehensive literacy analysis skills included in this section of the standards.

READING

Literary Response and Analysis

ELD STANDARDS — INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Use expanded vocabulary and descriptive words for oral and written responses to simple texts.</p> <p><i>IPT I–Oral Item #79-82</i> Oral retelling of brief story with expanded vocabulary.</p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p> <p><i>IPT I–Oral Item #79-82</i> Oral retelling of brief story with expanded vocabulary.</p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p> <p><i>IPT II–Oral Item #87-91</i> Oral retelling of brief story with expanded vocabulary.</p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p> <p><i>IPT II–Oral Item #87-91</i> Oral retelling of brief story with expanded vocabulary.</p>
<p>Read simple poetry and respond to factual comprehension questions using simple sentences.</p> <p><i>IPT 1–Reading (Part 3) Item #9-12</i></p>		<p>Read and orally respond to factual comprehension questions taken from three forms of brief, prose (e.g., short story, novel, essay) using detailed sentences.</p> <p><i>None.</i></p>	<p>Read and orally respond to factual comprehension questions taken from three forms of literature using detailed sentences.</p> <p><i>None.</i></p>
			<p>Read and orally describe the sequence of events in literary texts using detailed sentences.</p> <p><i>None.</i></p>
		<p>Apply knowledge of language to derive meaning/comprehension from literary texts.</p> <p><i>IPT 2–Reading (Part 3) Item #7-12</i> <i>IPT 3–Reading (Part 3) Item #7-12</i></p>	<p>Apply knowledge of language to derive meaning/comprehension from literary texts.</p> <p><i>IPT 3–Reading (Part 3) Item #7-12</i></p>
	<p>Apply knowledge of language to derive meaning/comprehension from literary texts.</p> <p><i>IPT 1–Reading (Part 3) Item #9-12</i> <i>IPT 2–Reading (Part 3) Item #7-12</i></p>	<p>Apply knowledge of language to derive meaning/comprehension and analytic skill in literary texts.</p> <p><i>IPT 3–Reading (Part 3) Item #7-9</i></p>	<p>Apply knowledge of language to derive meaning/comprehension and analytic skill in literary texts.</p> <p><i>IPT 3–Reading (Part 3) Item #7-9</i></p>

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READING

Literary Response and Analysis

ELD STANDARDS — INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
			Orally compare and contrast a similar theme or topic across three genres using detailed sentences. <i>None.</i>
			Read and orally explain the literary elements of theme, plot, setting, and characters using detailed sentences. <i>None.</i>
			Read and orally describe what a character is like by what he/she does in a narration, dialogue, or drama using detailed sentences. <i>None.</i>
			Orally identify at least two ways in which poets use personification, figures of speech, and sounds using detailed sentences. <i>None.</i>

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READING

Literary Response and Analysis

ELD STANDARDS — EARLY ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).</p> <p><i>None.</i></p>	<p>Identify and describe figurative language (e.g., similes, metaphors and personification).</p> <p><i>None.</i></p>	<p>Identify literary devices such as narrative voice, symbolism, dialect, and irony.</p> <p><i>None.</i></p>	<p>Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).</p> <p><i>None.</i></p>
	<p>Distinguish between literary connotations and symbols, from culture to culture.</p> <p><i>None.</i></p>		<p>Read and identify ways in which poets use personification, figures of speech, imagery, and sound.</p> <p><i>None.</i></p>
			<p>Identify the function of dialogue, scene design, and asides in dramatic literature.</p> <p><i>None.</i></p>
	<p>Read and orally identify metaphors and similes in a selection.</p> <p><i>None.</i></p>	<p>Orally describe the major characteristics of several forms of poetry (e.g., lyric, ballad, cinquain and haiku) using detailed sentences.</p> <p><i>None.</i></p>	
<p>Read and orally identify literary elements of plot, setting, and characters.</p> <p><i>None.</i></p>	<p>Identify the motives of characters in a work of fiction.</p> <p><i>None.</i></p>	<p>Describe the author’s point of view in literary text using detailed sentences.</p> <p><i>None.</i></p>	
<p>Read and identify beginning, middle and end of a story.</p> <p><i>None.</i></p>	<p>Recognize and describe themes stated directly in a text.</p> <p>IPT 2–Reading (Part 3) Item #7, 9</p>	<p>Compare and contrast a similar theme across several genres using detailed sentences.</p> <p><i>None.</i></p>	<p>Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.</p> <p><i>None.</i></p>

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READING

Literary Response and Analysis

ELD STANDARDS — EARLY ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Read and orally identify the speaker or narrator in a selection, using simple sentences.</p> <p><i>None.</i></p>	<p>Orally and in writing describe a similar theme or topic using detailed sentences.</p> <p><i>None.</i></p>	<p>Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.</p> <p><i>None.</i></p>
	<p>Read and orally identify the main problem of a plot and how it is resolved in a selection, using simple sentences.</p> <p><i>None.</i></p>	<p>Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.</p> <p><i>None.</i></p>	<p>Identify recognized works of world literature and contrast the major literary forms and techniques.</p> <p><i>None.</i></p>
		<p>Describe the major characteristics of the several forms of fiction and poetry: short story, essay, novel, ballad, lyric epic.</p> <p><i>None.</i></p>	<p>Identify characteristics of sub-genre (e.g., satire, pastoral, allegory) that are used in various genres.</p> <p><i>None.</i></p>
	<p>Recognize the difference between first and third person in a literary text.</p> <p><i>None.</i></p>		
			<p>Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).</p> <p><i>None.</i></p>

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READING

Literary Response and Analysis

ELD STANDARDS — ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Read and respond both orally and in writing to a variety of children’s literature.</p> <p><i>None.</i></p>			
<p>Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</p> <p><i>None.</i></p>	<p>Describe the major characteristics of poetry, drama, fiction and non-fiction.</p> <p><i>None.</i></p>		
		<p>Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text.</p> <p><i>None.</i></p>	
			<p>Describe the function of dialogue, scene design , asides, and soliloquies in dramatic literature.</p> <p><i>None.</i></p>
<p>Compare and contrast literary elements by different authors.</p> <p><i>None.</i></p>	<p>Identify and evaluate the author’s use of various techniques to influence readers’ perspectives.</p> <p><i>None.</i></p>	<p>Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery and symbolism).</p> <p><i>None.</i></p>	<p>Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).</p> <p><i>None.</i></p>
	<p>Recognize and describe themes stated directly or implied in literary texts.</p> <p>IPT 2–Reading (Part 3) Item #7, 9</p>	<p>Compare and contrast a similar theme or topic across genre and explain how the genre shapes the themes or topics.</p> <p><i>None.</i></p>	<p>Compare and contrast a similar theme or topic across genre and explain how the genre shapes the theme or topic.</p> <p><i>None.</i></p>

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READING

Literary Response and Analysis

ELD STANDARDS — ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).</p> <p><i>None.</i></p>	
	<p>Compare and contrast the motives of characters in a work of fiction.</p> <p><i>None.</i></p>	<p>Compare and contrast motivation and reactions of characters across a variety of literary texts.</p> <p><i>None.</i></p>	<p>Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).</p> <p><i>None.</i></p>
		<p>Analyze elements of the plot, including its development and how conflicts are addressed and resolved.</p> <p><i>None.</i></p>	
			<p>Analyze recognized works of American literature and their genre in order to contrast major periods and trends.</p> <p><i>None.</i></p>
			<p>Relate literary works and authors to major themes and issues of their eras.</p> <p><i>None.</i></p>

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