

CORRELATION (DRAFT)

**ENGLISH LANGUAGE DEVELOPMENT STANDARDS
FOR THE STATE OF COLORADO**

AND

THE *IPT*[®] TESTS



*The IPT[®] Tests provide comprehensive assessment of
English oral (listening & speaking), reading, and writing skills for grades K-12.*



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CORRELATION BETWEEN THE ENGLISH LANGUAGE DEVELOPMENT STANDARDS FOR THE STATE OF COLORADO AND THE *IPT*[®] TESTS

Standard 1			
Students listen for information and understanding, using a variety of sources, for academic and social purposes			
Kindergarten – Second Grade, Beginning Level	PRE-IPT	IPT I	
Follows clear one-step directions in 1:1 situations.	6, 7, 8	1, 8, 9, 20, 21	
Responds non-verbally or in one or two word phrases to greetings and requests in 1:1 situations.	1, 2, 3, 4	1, 2, 20, 21	
Responds to simple questions with one or two words in 1:1 situations, e.g.: yes/no, personal information, either/or.	1, 2	1-7, 10	
Demonstrates comprehension of stories and information by responding non-verbal, e.g.: listening, pointing, moving, matching, drawing or gesturing or with simple word responses.	2, 4, 5, 6, 7, 8, 13	8, 9, 13, 14	
Understands key words and familiar phrases.	12, 14, 16	1-2, 3	
Recognizes patterns of sound in oral language, e.g.: rhyming.			
Listens for specific purposes and main ideas.	39	8-9	
Hears and discriminates among a number of phonemes representing sounds specific to the English language.	15	23-25	
Kindergarten – Second Grade, Intermediate Level	PRE-IPT	IPT I	
Follows clear two/three-step directions in 1:1 situation.	35		
Responds to familiar social language.	9, 10, 11, 12, 16, 39	1, 2, 3	
Responds to simple and some complex questions with words or phrases, e.g.: either/or, who/how.	17, 18, 20	12, 15-19, 22	
Comprehends stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.		20, 21	
Identifies main idea and details in a story.	21-26	13, 14, 42-45	
Kindergarten – Second Grade, Advanced Level	PRE-IPT	IPT I	
Follows multiple-step directions.	35		
Follows meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.		46-47, 76-78	
Comprehends read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.	27, 28, 29, 30, 33, 36, 38	26-29	
Responds to increasingly complex & content-related questions about newly learned information, e.g.: comparison.			
Identifies main idea and details in a story.	19, 31, 32, 34, 37	26-29, 35, 79-82	
Demonstrates understanding of some idiomatic expressions by responding appropriately to such expressions as "raining cats and dogs."	40		

Standard 1			
Students listen for information and understanding, using a variety of sources, for academic and social purposes			
Grades Three – Five, Beginning Level		IPT I	
Follows clear one-step directions in 1:1 situations.		8, 9	
Responds non-verbally or in one or two word phrases to greetings and requests in 1: 1 situations		8, 9, 20, 21	
Responds to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.		1, 2	
Demonstrates comprehension of stories, information, and academic content by responding non-verbally, e.g.: listening, pointing, moving, matching, drawing and gesturing.		20, 21, 35	
Understands key words and familiar phrases.		3-7, 31-33, 35, 37-39, 48-50, 59-61, 66-69, 71, 72	
Recognizes patterns of sound in oral language, e.g.: rhyming.		23-25	
Listens for specific purposes and main ideas.		14, 15, 22, 62-65	
Hears and discriminates among a number of phonemes representing sounds specific to the English Language.		23-25, 53-58	
Grades Three – Five, Intermediate Level		IPT I	
Follows clear multiple-step directions in 1:1 situations.			
Responds to familiar social language.		1-7, 10, 15-18, 21, 36, 51, 52	
Responds to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.		11, 12, 30, 34, 42-45, 70, 73-78	
Comprehends stories, key concepts of content area information and oral presentation with contextual support, e.g.: graphics organizers, posters, diagrams, charts.			
Identifies characters, setting, and main idea in a story.		26-29	
Grades Three – Five, Advanced Level		IPT I	
Follows multiple-step directions.			
Follows meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.		70, 76-78	
Comprehends read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.		46-47, 62-65, 79-82	
Responds to increasingly complex and content-related questions about newly learned information e.g.: comparison.		71-72	
Identifies main idea and details in a story.		62-65	
Demonstrates understanding of some idiomatic expressions by responding appropriately to such expressions as "raining cats and dogs."			

Standard 1			
Students listen for information and understanding, using a variety of sources, for academic and social purposes			
Grades Six – Eight, Beginning Level		IPT I	IPT II
Follows clear one-step directions in 1:1 and group.		8, 9, 20, 21	1, 11, 19, 20, 23
Responds non-verbally or in one or two word phrases to greetings and requests in 1:1 and group situations.		1, 2, 20, 21	1, 11, 19, 20, 23
Responds to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.		1, 2, 22, 40	2-6, 17
Demonstrates comprehension of stories, information and academic content by responding non-verbal, e.g.: listening, pointing, moving, matching, drawing and gesturing.		20, 21	1, 11, 19, 20, 32, 33
Understands key words, phrases, and simple sentences.		8, 9, 13, 14	5-10, 11, 15-17, 21, 24
Recognizes patterns of sound in oral language, e.g.: rhyming, alliteration, and assonance.		53-58	
Listens for specific purposes, main ideas and details.		26-29, 79-82	1, 9, 11, 32, 35
Hears and discriminates among a number of phonemes representing sounds specific to the English language.		53-59	
Grades Six – Eight, Intermediate Level		IPT I	IPT II
Follows clear multiple-step directions in group situations.			34, 81
Responds to social and familiar academic language.		35, 45	11-15, 21-28, 41-44, 56-57, 74-75
Responds to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.		10, 12	17, 35, 36, 41-44
Comprehends stories, key concepts of content area information and oral presentations with contextual support, e.g.: open/ended, either/or, who/how.		3, 14, 40	41-44, 77-78
Identifies story elements.		40-41	55, 68, 70, 73, 81
Grades Six – Eight, Advanced Level		IPT I	IPT II
Follows complex directions involving multiple options and choices.			82, 84
Follows meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.		79-82	64, 65, 76, 80
Analyzes, evaluates, and examines conversations and orally-presented stories and content.			85-91
Comprehends stories and content area concepts at or near grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts.		78-82	77, 78
Responds to increasingly complex and content-related questions about newly learned information, e.g.: inference comparison, summarizations, point of view, disagreeing.		76-78	81, 82, 83, 85-91

Standard 1			
Students listen for information and understanding, using a variety of sources, for academic and social purposes			
Demonstrates understanding of some language subtleties, e.g.: figurative language, humor, sarcasm, common idioms.			48, 66, 79, 84
Grades Nine – Twelve, Beginning Level			IPT II
Follows clear multiple step directions in 1:1 and group situations.			
Responds non-verbally or in one or two word phrases to greetings and request in 1:1 and group situations.			1, 19, 20
Responds to simple questions with one or two words in 1:1 situation, e.g.: yes/no, open/ended, personal information, either/or.			12-14, 17
Demonstrates comprehension of stories, information and academic content by responding non-verbal e.g.: listening, pointing, moving, matching, drawing and gesturing.			1, 11, 19, 20
Understands key words, phrases, and simple sentence.			2-8
Recognizes patterns of sound in oral language, e.g.: rhyming, alliteration, and assonance.			
Listens for specific purposes, main ideas and details.			1, 9, 11, 31, 33
Hears and discriminates among a number of phonemes representing sounds specific to the English language.			
Grades Nine – Twelve, Intermediate Level			IPT II
Follows specific multiple-step directions in group situations.			
Responds to social and familiar academic language.			33, 34, 36-39
Responds to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.			35, 36, 38, 41-44
Comprehends stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.			41-44, 74-75, 77, 78
Identifies story elements.			41-44, 69-73-75
Grades Nine – Twelve, Advanced Level			IPT II
Follows complex directions involving multiple options and choices.			61, 62, 74, 75, 82, 85, 86
Follows meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.			71-73, 85-86
Analyzes, evaluates, and examines conversations and orally-presented stories and content.			58, 59, 64, 65
Comprehends stories and content area concepts at or grade level with contextual support e.g.: graphic organizers, posters, diagrams, and charts by analyzing evaluating, examining, etc.			66-67, 73-75, 77, 78
Responds to increasingly complex and content-related questions about newly learned information e.g.: inference, comparison, summarization, point of view, disagreeing.			56, 66, 80, 82, 85, 86
Demonstrates understanding of most language subtleties, e.g.: figurative, language, humor, common idioms, riddles.			

Standard 2			
Students speak to convey information and understanding, using a variety of sources, for academic and social purposes.			
Kindergarten – Second Grade, Beginning Level	PRE-IPT	IPT I	
Uses gestures, single words, and simple phrases in greetings, routine conversations and to communicate needs.		1, 2, 18, 21-25	
Uses both social and academic learned vocabulary in context.	3, 5, 9-12, 14-16, 21, 23	10-12, 31-34, 36, 39, 66-69	
States basic personal information, e.g.: age, name, family members.	1, 2, 4	1, 2	
Participates in classroom group activities, e.g.: chants, songs, choral readings.			
Retells simple stories and personal experiences using key words and phrases.	37, 38	13, 14	
Responds to simple questions related to immediate context with single words, e.g.: yes/no, either/or, basic personal information.	1-5	1-7, 15-18	
Approximates pronunciation of a number of phonemes representing sounds particular to the English language and single words.		23-25	
Kindergarten – Second Grade, Intermediate Level	PRE-IPT	IPT I	
Imitates appropriate language in formal and informal settings.	13		
Uses vocabulary learned in content area lessons.	14, 15, 25, 31, 32		
Uses simple sentences to express needs and ideas about familiar topics in social and academic contexts.	5, 9, 10, 12, 17-19, 24	26-30, 34, 36, 43, 44, 50, 51	
Retells familiar stories and experiences using simple sentences.	27, 28, 36-37	34	
Contributes to classroom and small group discussions by responding to and asking simple questions.	20	37, 38	
Approximates pronunciation, rhythm, stress and intonation of English.	36	23-25	
Kindergarten – Second Grade, Advanced Level	PRE-IPT	IPT I	
Communicates information and feelings clearly in conversations.	26, 29, 30, 37	30, 83	
Engages in collaborative activities through a variety of student groupings to respond to literature and to share experiences, ideas, information and opinions.	33, 34, 38, 39	42-45, 72-78, 83	
Contributes to classroom discussions by asking/answering questions, giving opinions, disagreeing.		38, 42-47, 52	
Retells, narrates and paraphrases stories with descriptive detail including characters and setting.	37	42-45, 62-65, 79-82	
Uses both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation and pronunciation.	39, 40	37, 38, 40, 41, 46, 47	
Uses expanded and descriptive vocabulary related to content area.	38	59-61	
Grades Three – Five, Beginning Level		IPT I	
Uses gestures, single words, and simple phrases in greetings, routine conversations and to communicate needs.		1, 2, 18	
Uses both social and academic learned vocabulary in context.		10-12, 31-34, 36, 39, 66-69	

Standard 2			
Students speak to convey information and understanding, using a variety of sources, for academic and social purposes.			
States basic personal information, e.g.: age, name, family members.		1, 2	
Participates in classroom group activities, e.g.: chants, songs, choral readings.			
Retells predictable and familiar stories using single words and phrases.		13, 14	
Responds to simple questions related to immediate context with single words, e.g.: yes/no, either/or, basic personal information.		1-7, 15-18	
Approximates pronunciation of a number of phonemes and single words.		1-7, 23-25	
Grades Three – Five, Intermediate Level		IPT I	
Uses formal and informal registers.		51, 59, 61	
Uses key content and descriptive vocabulary.		33	
Communicates ideas using simple sentences in social and academic settings.		37, 42, 45, 72-78, 83	
Retells familiar stories and identifies main idea and some details using phrases and sentences.		26-29, 62-65, 70, 72-78	
Initiates conversation in social and academic settings.			
Contributes to content area discussion by responding to and asking simple questions.		67, 68	
Contributes to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.			
Uses some humor.			
Approximates pronunciation, rhythm, stress and intonation of English.		53-58	
Grades Three – Five, Advanced Level		IPT I	
Communicates information, observations, and ideas, and expresses feelings clearly in conversations.		26-30, 32, 50, 51, 71, 72, 76-78	
Engages in collaborative activities through a variety of student groupings to respond to literature and to share experiences, ideas, information and opinions.		79-83	
Contributes to classroom discussions by asking/answering questions, giving opinions, disagreeing.		42-45, 52	
Retells, narrates and paraphrases stories with descriptive detail including characters and setting, plot, summary and analysis.		42-45, 62-65, 79-82	
Uses both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation and pronunciation.		27, 38, 40, 41, 46-47	
Uses figurative language, e.g.: metaphors, similes, hyperbole.			
Uses technical, expanded and descriptive vocabulary related to content areas.		69	
Grades Six – Eight, Beginning Level		IPT I	
Uses gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.		1, 11, 19, 20	IPT II 21, 23, 74, 75

Standard 2			
Students speak to convey information and understanding, using a variety of sources, for academic and social purposes.			
Uses both social and academic learned vocabulary in context.		22, 34	5, 6, 17, 24-27, 29, 32, 34-40, 45-51
States basic personal information and preference.		1, 2	52, 55
Makes simple presentations in small groups using single words and phrases and visual support.			
Retells predictable and familiar stories using single words and phrases.		26-29	41-44
Responds to simple questions related to immediate context with single words, phrases, e.g.: yes/no either/or, basic personal information.			12-14, 29
Asks questions to obtain and clarify information using single words and phrases.		38	28, 68
Approximates pronunciation of single words.		3-7	2-8
Grades Six – Eight, Intermediate Level		IPT I	IPT II
Uses appropriate language in a variety of settings.			
Uses key content and descriptive vocabulary.			52-54, 76-78, 87-91
Communicates ideas about a wide range of topics, both social and academic, using simple sentence.		55-59, 64, 65	73, 82
Restates information and identifies main idea and some details using sentences, e.g.: oral presentation texts, media, etc.		79-82	84-91
Initiates and maintains conversation in social and academic settings about familiar topic.			55
Contributes to classroom and small group discussions by asking and responding to questions to obtain, clarify and extend information.			56, 62, 64, 65
Contributes to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.			64, 65
Delivers short presentation on content area concepts in small groups using visual aids.			
Uses some humor.			
Approximates pronunciation, rhythm, stress and intonation of English.		23-25	
Grades Six – Eight, Advanced Level		IPT I	IPT II
Communicates information, observations, and ideas, and expresses feelings clearly in conversations.			55-59, 87-91
Engages in collaborative activities through a variety of student groupings to gather, share, express and interpret opinions, organize and present information.			
Contributes to content area discussions by asking and responding to questions, paraphrasing, and justifying, examining and defending point of view.			85-86
Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, transitions and conclusions.			
Uses both formal and informal language e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation and pronunciation.			62, 73-75
Uses figurative language, e.g.: metaphors, similes, hyperbole.			
Uses technical, expanded and descriptive vocabulary related to content areas.			

Standard 2			
Students speak to convey information and understanding, using a variety of sources, for academic and social purposes.			
Grades Nine – Twelve, Beginning Level			IPT II
Uses gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.			1, 11, 19, 20
Uses both social and academic learned vocabulary in context.			24-27
States basic personal information.			12-14
Makes simple presentations in small groups using single words and phrases and visual support.			
Restates information from social and academic settings using single words and phrases.			41-44
Responds to simple questions related to immediate context with single words, phrases, e.g.: yes/open, either/or, basic personal information.			12-14
Ask questions to obtain and clarify information using single words and phrase.			28, 68
Approximates pronunciation of single words.			2-8
Grades Nine – Twelve, Intermediate Level			IPT II
Uses appropriate language in a variety of settings.			
Uses key content and descriptive vocabulary.			52-57, 74-77
Communicates ideas about a wide range of topics, both social and academic, using simple sentences.			73-75
Restates information and identifies main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.			84-91
Initiates and maintains conversation in social and academic settings about familiar topics.			
Contributes to classroom and all group discussions by asking and responding to questions to obtain, clarify and extend information.			64, 65
Contributes to content area discussions in small groups by summarizing, defining, giving opinions, and explaining using simple sentences.			76, 82
Delivers short presentations on content area concepts in small groups using visual aids.			
Uses some humor.			
Approximates pronunciation, rhythm, stress and intonation of English.			
Grades Nine – Twelve, Advanced Level			IPT II
Communicates information, observations, and ideas, and expresses feelings clearly in conversations.			64-65, 85-86
Engages in collaborative activities through a variety of student groupings to gather, share, express and interpret opinions, discuss, reflect on, organize, analyze, synthesize and present information.			
Contributes to content area discussions by asking and responding to questions, justifying, examining and defending point of view.			62, 64, 65, 85, 86
Delivers organized presentation/reports across content areas that include purpose, point of view, introduction, transitions and conclusion.			87-91
Uses both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation and pronunciation.			62, 64, 65, 73-75, 86
Uses figurative language, e.g.: metaphors, similes, hyperboles.			
Uses technical expanded and descriptive vocabulary related to content areas.			

Standard 3				
Students read for information and understanding, using a variety of sources, sources, for academic and social purposes.				
Kindergarten – Second Grade, Beginning Level	IPT Early Literacy		IPT 1	
	Reading	Writing	Reading	Writing
Recognizes print carries meaning.	Part 5	Parts 3 & 4	Parts 1-5	Parts 1-3
Recognizes own name in print.		Part 2		
Demonstrates understanding of sound-symbol relationships appropriate to grade level.	Parts 3 & 4	Part 5	Parts 1-5	Parts 1-3
Uses illustrations and background knowledge to create meaning from read aloud stories.				
Responds to simple stories read aloud using physical actions and other means of non-verbal communications, e.g.: matching objects, pointing, drawing, etc.				
Points out text features, e.g.: front and back cover, title, and author.	Part 6 #6		Part 4 #3	Part 3
Shows awareness of directionality.	Parts 1-5	Parts 2-4	Part 3	Parts 1-3
Recognizes English phonemes that students are already able to hear and produce.	Parts 3-5, 7, 8	Parts 3 & 4		Parts 2 & 3
Recognizes patterns of sound in oral language, e.g.: rhyming words.			Part 3	
Recognizes the difference between letters and numbers.	Parts 2-8	Parts 1-4		Part 1
Demonstrates an understanding of prediction and sequence using key words and physical actions, e.g.: arranging a series of pictures into sequence.				Part 2
Kindergarten – Second Grade, Intermediate Level	IPT Early Literacy		IPT 1	
	Reading	Writing	Reading	Writing
Reads patterned language and familiar stories at appropriate grade level.	Part 7			
Has command of sound/symbol relationship and basic rules in word formation.	Parts 3-8	Parts 3 & 4	Parts 1-5	Parts 1-3
Shows command of left/right directionality.			Part 3	Parts 1-3
Recognizes sight words which have been taught in context.	Parts 5-8	Parts 3 & 4	Parts 2-5	Part 1
Uses illustrations and background knowledge in combination with more complex vocabulary to create meaning and predict text.	Parts 7 & 8	Parts 3 & 4	Part 4	Parts 2 & 3
Reads and understands the meaning of words, phrases, and short sentences with familiar vocabulary and text independently.	Parts 7 & 8		Parts 1-5	Part 1
Responds to simple stories read aloud using simple sentences.				
Describes text features, e.g.: front and back cover, title, and author.	Part 6 #6		Part 4 #3	Part 3
Demonstrates an understanding of prediction, main idea, and sequence using key words and simple sentences.	Parts 7 & 8	Part 3	Parts 2-4	Parts 2 & 3
Demonstrates knowledge of grade-appropriate syntax by correcting some errors when reading aloud.				
Comprehends key concepts of grade-appropriate content area text supported within an instructional unit.		Part 4	Part 4	
Follows simple written directions.				Part 3

Standard 3				
Students read for information and understanding, using a variety of sources, sources, for academic and social purposes.				
Kindergarten – Second Grade, Advanced Level	IPT Early Literacy		IPT 1	
	Reading	Writing	Reading	Writing
Uses basic reading strategies to make text comprehensible and meaningful, e.g.: prior knowledge, previewing, reviewing, asking questions, prediction, and self-correction.	Parts 7 & 8	Part 3	Parts 2-4	
Comprehends grade-appropriate content area text with support.	Parts 7 & 8	Part 3	Part 4	Part 1
Has command of sound/symbol relationship and basic rules of word formation in phrases, simple sentences, and simple texts.	Parts 7 & 8	Part 3	Parts 2-5	Parts 1-3
Uses knowledge of print conventions to construct meaning, e.g.: capitalization, commas, periods, question marks.	Parts 7 & 8	Parts 2 & 3	Parts 2-5	Parts 1-3
Reads sight words which have been taught in context.	Parts 7 & 8	Part 2	Parts 2-5	Part 1
Demonstrates ability to comprehend text and use new information to respond appropriately.	Part 8	Part 2	Parts 2-5	Part 1
Responds to questions about predictions, main idea, story elements, inferences, cause and effect, point of view and problem solving.		Part 3	Parts 3 & 4	
Summarizes the essential elements of a story in logically connected sentences.		Part 3		Parts 2 & 3
Demonstrates grade-appropriate syntax by correcting errors more consistently when reading.				
Follow written directions.				Part 3
Grades Three – Five, Beginning Level	IPT 1		IPT 2	
	Reading	Writing	Reading	Writing
Demonstrates understanding of sound-symbol relationship in context and in own reading.	Parts 2-5	Part 1	Parts 2-5	Parts 1-3
Uses illustrations and background knowledge to create meaning from read aloud stories.				
Recognizes simple words, familiar phrases, and simple sentences.	Parts 2-5	Part 1	Parts 2-5	Parts 1-3
Retells simple stories read aloud using non-verbal communication and one or two-word responses, e.g.: matching objects, pointing, drawing, etc.				
Recognizes sight words and content area vocabulary that have been taught in context.	Parts 2-5	Part 1	Parts 2-5	Part 1
Identifies the basic sequence of events and understands prediction in stories and information read aloud by using key words or pictures.	Parts 1 & 4	Parts 2 & 3	Parts 1 & 4	Parts 2 & 3
Follows one-step written directions; schedules, calendars.	Part 4	Part 3	Part 4	Part 3
Answers in one or two-word phrases literal questions about text.	Parts 3 & 4		Parts 3 & 4	
Grades Three – Five, Intermediate Level	IPT 1		IPT 2	
	Reading	Writing	Reading	Writing
Has command of sound-symbol relationship and basic rules of word formation in own reading.	Parts 1-5	Parts 1-3	Parts 1-5	Parts 1-3

Standard 3				
Students read for information and understanding, using a variety of sources, sources, for academic and social purposes.				
Understands the meaning of words, phrases, and short sentences with familiar vocabulary in text.	Parts 1-5	Parts 1-3	Parts 1-5	Parts 1-3
Retells and respond to stories/text using simple sentences.		Part 2		Parts 2 & 3
Recognizes some common root words, prefixes and suffixes when they are attached to know vocabulary.	Parts 1-5		Parts 1-5	Part 3
Identifies basic story elements and makes predictions in stories and information using simple sentence.	Part 3	Parts 2 & 3	Part 3	Parts 2 & 3
Uses a variety of reading strategies to interpret the meaning of unfamiliar words and gain information using simple sentences.	Parts 2-5	Part 1	Parts 2-5	Parts 1 & 3
Demonstrates knowledge of grade-appropriate syntax by correcting some errors when reading aloud.				
Summarizes and discusses text.				
Comprehends key concepts of grade-appropriate content area text supported within an instructional unit.	Part 4		Part 4	
Follows multi-step written directions.				
Grades Three – Five, Advanced Level	IPT 1		IPT 2	
	Reading	Writing	Reading	Writing
Applies reading strategies to understand more complex text and unfamiliar words, e.g.: decoding previewing, skimming/scanning, problem solving, word attack skills, prior knowledge.	Parts 1-5	Part 1	Parts 1-5	Parts 1 & 3
Comprehends grade-appropriate content area text with support.	Part 4		Part 4	
Makes inferences about information and ideas with reference to features in text.	Parts 3 & 4		Parts 3 & 4	
Responds to stories/text by analyzing, summarizing, giving opinions, evaluation, justifying, examining, and explaining.	Part 3		Parts 3 & 4	
Recognizes common root words, prefixes and suffixes.	Parts 1-5		Parts 1-5	Part 3
Gathers, reads, organizes, and interprets information related to academic content areas from various sources, e.g.: glossaries, indexes, reference books, magazines, textbooks, internet media presentations, charts, maps, graphs, diagrams.	Part 4		Part 4	
Reads aloud with confidence, accuracy, and fluency.				
Follows multi-step written directions to complete assigned tasks independently.				
Shows awareness of language subtleties, e.g.: humor, common idioms, slang, and riddles.				
Grades Six – Eight, Beginning Level	IPT 2		IPT 3	
	Reading	Writing	Reading	Writing
Demonstrates knowledge of sound-symbol relationship in context and in own reading and writing.	Parts 2-5	Parts 1-3	Parts 2-5	Parts 1-3

Standard 3				
Students read for information and understanding, using a variety of sources, sources, for academic and social purposes.				
Recognizes, decodes, and pronounces high frequency sight words, while reading aloud.				
Applies reading skills from prior knowledge to recognize and comprehend various text structures and print conventions from various sources.	Parts 1-5	Part 1	Parts 1-5	Part 1
Identifies and uses beginning reading strategies to make text comprehensible and meaningful e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionaries.	Part 4		Part 4	
Identifies main ideas, details and sequence of events from modified/visually-supported texts based upon purposed for reading, using non-verbal or on or two-word phrases.	Part 4		Part 4	
Follows one-step written directions, schedules, calendars.	Part 4	Part 3	Part 4	Part 3
Grades Six – Eight, Intermediate Level	IPT 2		IPT 3	
	Reading	Writing	Reading	Writing
Recognizes, decodes, and pronounces new vocabulary in context.	Part 2		Part 2	
Comprehends key concepts of grade-appropriate content area text with support.	Part 4		Part 4	
Applies reading skills from prior knowledge to comprehend various print/media sources in a variety of genre.	Part 4		Part 4	
Identifies and uses reading strategies to gain information and make text comprehensible and meaningful, e.g.: predicting, questioning, summarizing, self-correction, evaluation, compare/contrast, print and media resources.	Parts 3 & 4		Parts 3 & 4	
Identifies elements of a story, main ideas, details, and sequence of events from modified/visually supported texts based upon purpose for reading using simple sentences and paragraphs.	Parts 3 & 4	Part 2	Parts 3 & 4	Part 2
Uses grade-appropriate syntax/contextual clues to gain meaning from new vocabulary.	Parts 1-5	Part 1	Parts 1-5	Parts 1-3
Responds to stories and text using simple sentences and paragraphs.				Parts 2 & 3
Follows multi-step written directions.				
Grades Six – Eight, Advanced Level	IPT 2		IPT 3	
	Reading	Writing	Reading	Writing
Uses a variety of reading strategies to understand more complex text and unfamiliar words from print and media resources, e.g.: paraphrasing, skimming/scanning, problem solving, syntax, summarizing compare/contrast, and cause/effect.	Parts 3 & 4		Parts 3 & 4	
Comprehends grade-appropriate content area text with support.	Part 4		Part 4	Part 3
Identifies elements of a story, main ideas, details, and sequence of events of near or at grade-level text.	Part 3		Part 3	Part 3
Gathers, organizers, reads, analyzes, and interprets information related to academic content areas from various sources, e.g.: reference books, magazines, textbooks, internet media presentations, etc.				

Standard 3				
Students read for information and understanding, using a variety of sources, sources, for academic and social purposes.				
Uses multiple resources at grade-level to draw inferences, conclusions, and generalizations, e.g.: glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary.				
Respond to near or at grade-level text by defending, justifying, supporting inferences, and evaluation.				Part 3
Reads aloud with confidence, accuracy, intonation, and fluency.				
Follows multi-step written directions to complete grade-level tasks independently.				
Responds appropriately to some of language subtleties, e.g.: common idioms, slang, humor, figurative language, sarcasm.				
Grades Nine – Twelve, Beginning Level				IPT 3
				Reading
Recognizes, decodes, and pronounces high frequency words.				
Applies reading skills from prior knowledge to recognize and comprehend various text structures and print conventions from various sources.			Parts 1-5	Part 1
Identifies and uses reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, resource materials.			Parts 1-5	
Recognizes and interprets information from academic content sources, e.g.: graphs, maps, graphic organizers, diagrams.			Part 4	
Identifies elements of story, main ideas, details, and sequence of events from modified/visually-supported text using non-verbal or on or two word phrases.				
Follows simple written directions in context; schedules, calendars.				
Grades Nine – Twelve, Intermediate Level				IPT 3
				Reading
Recognizes, decodes, and pronounces high frequency vocabulary with ease and comprehension.			Parts 1-5	Parts 1-3
Comprehends key concepts of grade-appropriate content area text with support.			Parts 3 & 4	Part 3
Applies reading skills from prior knowledge and expands on these skills to comprehend various print and media resources.				
Identifies and uses reading strategies to gain information and make text comprehensible and meaningful, e.g.: previewing/reviewing, skimming, and identifying related topics and main ideas, print and media resources.			Parts 3 & 4	Part 3
Reads, recognizes, interprets, responds, and expands upon information from various academic content sources, both print and electronic.				
Identifies elements of story, main ideas, details, and sequence of events by using context based upon purpose for reading.			Parts 1-5	Part 3
Understands and analyzes text for literal and implied meaning.			Parts 1-5	Parts 1, 2, 3

Standard 3				
Students read for information and understanding, using a variety of sources, sources, for academic and social purposes.				
Reads a wide variety of genres and literary texts from many cultural backgrounds.				
Follows multi-step written directions to complete assigned tasks.				
Grades Nine – Twelve, Advanced Level	IPT 3			
			Reading	Writing
Uses a variety of reading strategies to comprehend at or near grade-level text and extend personal knowledge from print and media resources, e.g.: paraphrasing, previewing/reviewing skimming/scanning, summarizing, evaluating, compare/contrast, cause/effect, examining.			Part 3	Part 3
Comprehends grade-appropriate content area text with support.			Part 4	Part 3
Gathers, organizes, interprets, analyzes and synthesizes information related to academic content areas from various sources.				
Supports interpretation of text for literal and implied meaning with reference to features in written text, e.g.: vocabulary, facts, sequence, relevance of details, and bias of author.			Parts 3 & 4	Part 3
Follows multi-step written directions to complete grade-level tasks independently.				
Responds appropriately to most language subtleties, e.g.: common idioms, slang, humor, figurative language, sarcasm.				

Standard 4				
Students write to convey information and understanding, using a variety of sources, for academic and social purposes.				
Kindergarten – Second Grade, Beginning Level	IPT Early Literacy		IPT 1	
	Reading	Writing	Reading	Writing
Shows awareness of directionality.	Part 1		Parts 3 & 4	Part 1
Reproduces upper and lower case letters legibly.		Part 2		Parts 2 & 3
Writes own name.		Part 2		
Recognizes that oral language can be written.			Parts 1-5	Parts 1-3
Reproduces print seen in the environment.				Parts 2 & 3
Communicates prior knowledge through drawing, picture stories and captions.		Part 4		
Labels familiar objects and pictures, including key parts of content are objects.		Part 4	Part 1	
Writes about personal experiences using pictures, letters and numbers.		Part 3		Part 3
Writes pattern sentences with assistance.		Part 2		
Uses familiar words presented and emphasized in contain, e.g.: literature, math and science are lessons.			Part 4	
Kindergarten – Second Grade, Intermediate Level	IPT Early Literacy		IPT 1	
	Reading	Writing	Reading	Writing
Demonstrates knowledge of directionality, space between words and upper/lower case letters.		Parts 1 & 2		Parts 2 & 3
Supplies missing words in familiar or framed patterns.			Part 2	
Dictates and copies a simple sentence about a picture or experience.		Part 3		
Writes a phrase or simple sentence about an event or character from a predictable text read aloud.				
Writes simple phrases/sentences about group or shared activity with assistance.		Part 3		
Writes simple sentences with spelling approximations and accurate end punctuation.		Part 3		Parts 2 & 3*
Incorporates background knowledge into writing.		Parts 3 & 4		Parts 2 & 3*
Uses some sight words and familiar words correctly in writing.		Part 4		Parts 2 & 3*
Writes a simple narrative with beginning, middle, and end, including, sequencing words, e.g.: next, then with guidance.		Part 3		Parts 2 & 3*
Writes a simple descriptive sentence based on observation and learned vocabulary related to content area.				
Uses pre-writing strategies, e.g.: timelines, web, maps, pictures with assistance.				Parts 2 & 3*

* Teachers could add additional criteria to meet this standard.

Standard 4				
Students write to convey information and understanding, using a variety of sources, for academic and social purposes.				
Kindergarten – Second Grade, Advanced Level	IPT Early Lit		IPT 1	
	Reading	Writing	Reading	Writing
Writes stories based on pictures in a sequential manner using details.		Part 3		Part 2
Proofreads own writing.				Parts 2 & 3*
Writes a variety of sentences, e.g.: interrogative, declarative and exclamatory.				Parts 2 & 3*
Writes simple sentences and short paragraphs to demonstrate content area learning.				
Writes short narrative stories that include the elements of setting, characters and events.		Part 3*		Part 3*
Demonstrates effective use of organizational structures and transitional words.		Part 3*		Parts 2 & 3*
Writes simple expository compositions based on classroom activities and experiences, e.g.: science experiments, field trips.				
Communicates in writing using a variety of genre, e.g.: (expository, descriptive, letters, poetry, autobiography).				
Uses conventional spelling, capitalization, punctuation, grammar, and sentence structure.		Parts 3 & 4		Parts 2 & 3

* Teachers could add additional criteria to meet this standard.

Standard 4					
Students write to convey information and understanding, using a variety of sources, for academic and social purposes.					
Grades Three – Five, Beginning Level	IPT Early Literacy	IPT 1		IPT 2	
	Writing	Reading	Writing	Reading	Writing
Writes the English alphabet legibly.	Part 1				
Writes basic personal information.	Part 2				
Labels familiar objects and pictures including key parts of content area objects.	Part 4	Part 1		Part 1	
Reproduces print seen in the environment.			Parts 2 & 3		Parts 2 & 3
Communicates prior knowledge through drawing, picture stories and captions.					
Writes pattern sentences with assistance.	Part 2		Part 2		Part 2
Writes about personal experiences with support and using illustrations.	Part 3		Part 3		
Uses familiar words presented and emphasized in content, e.g.: literature, math and science area lessons.					
Plans writing using webs maps and pictures.					
Grades Three – Five, Intermediate Level	IPT Early Literacy	IPT 1		IPT 2	
	Writing	Reading	Writing	Reading	Writing
Responds to visual or written prompts using phrases and simple sentences.	Part 3		Parts 2 & 3		Parts 2 & 3
Writes simple sentences about an event or character from a predictable text.	Part 3		Parts 2 & 3		Parts 2 & 3
Uses standard word order and conventional spelling, punctuation, and capitalization in basic sentence patterns with support.	Part 3*		Parts 2 & 3		Parts 2 & 3
Uses sight words correctly in writing.			Parts 2 & 3		Parts 2 & 3
Incorporates key content area vocabulary in writing.					
Writes short descriptive and expository paragraphs for academic communication.			Part 3*		Part 3*
Writes short narrative stories that connect personal background knowledge and include the elements of setting , characters, and events.	Part 3*		Part 3*		Part 3*
Uses transition words to organize writing, e.g.: first, after that, in the beginning, later.			Part 3*		Part 3*
User pre-writing strategies, e.g.: timelines, web, maps, pictures.					
Writes to express preferences and opinions.					
Proofreads and edits own writing.			Part 3*		Part 3*
Accesses classroom resources including electronic media to support independent writing.					

* Teachers could add additional criteria to meet this standard.

Standard 4					
Students write to convey information and understanding, using a variety of sources, for academic and social purposes.					
Grades Three – Five, Advanced Level	IPT Early Literacy	IPT 1		IPT 2	
	Writing	Reading	Writing	Reading	Writing
Uses print for social communication, e.g.: notes, invitations, e-mail, diary entries.		Part 4			
Responds appropriately to a prompt using narrative, expository, or persuasive writing.	Part 3*		Parts 2 & 3*		Parts 2 & 3*
Uses a variety of sentence patterns with appropriate tenses and conventions.			Parts 2 & 3*		Parts 2 & 3*
Utilizes topic sentences, supporting details, transitions, and conclusions when writing paragraphs.			Part 3*		Part 3*
Creates multi-paragraphed narrative and expository compositions with a clear focus.			Part 3*		Part 3*
Uses informational writing in content area, e.g.: recording a math problem-solving process, summarizing a social studies concept.					
Writes descriptions and comparisons, including the use of figurative language.					
Uses conventional spelling, capitalization, punctuation, grammar, sentence structure.			Parts 2 & 3*		Parts 2 & 3*
Edits for conventions of writing and revises for appropriate word choice and organization.			Parts 1-3		Parts 1-3
Gathers and organizes information related to academic content areas from various sources in written reports.					

* Teachers could add additional criteria to meet this standard.

Standard 4				
Students write to convey information and understanding, using a variety of sources, for academic and social purposes.				
Grades Six – Eight (assumes student is literate in L1), Beginning Level	IPT 2		IPT 3	
	Reading	Writing	Reading	Writing
Writes English alphabet and formats appropriately, e.g.: margins, dates, and indenting.		Part 3*		Part 3*
Writes basic personal information.				
Labels objects and illustrations presented in content area lessons.	Part 1		Part 1	
Writes simple sentences and phrases using a model.		Part 2*		Part 2*
Writes about personal and group experiences using illustrations, words, and phrases.		Part 3		Part 3
Uses key words presented and emphasized in content, e.g.: literature, math and science area lessons.	Part 4		Part 4	
Spells frequently-used words and some sight words correctly in the context of writing.		Parts 2 & 3*		Parts 2 & 3*
Plans writing using webs, map, timelines.				
Grades Six – Eight (assumes student is literate in L1), Intermediate Level	IPT 2		IPT 3	
	Reading	Writing	Reading	Writing
Uses basic sentence patterns with conventional spelling, capitalization, and punctuation.		Parts 2 & 3*		Parts 2 & 3*
Uses print for social communication, e.g.: notes, invitation, e-mail, diary entries.				
Describes characters and settings and summarizes events in a literature selection.				
Uses vocabulary related to key concepts in content areas.	Part 4		Part 4	
Records and organizes classroom procedures, "how-to" pieces, e.g.: science experiments, math problem-solving, directions.				
Writes narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.		Parts 2 & 3*		Parts 2 & 3*
Writes paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details, and a conclusion.				Part 3*
Uses figurative language, e.g.: simile, metaphor.				
Communicates in writing using a variety of genre, e.g.: narrative, content area reports, letter writing, poetry, autobiography.				
Edits for basic conventions of writing and revises for appropriate word choice and organization.		Parts 2 & 3*		Parts 2 & 3*
Incorporates resource materials into writing, e.g.: maps, internet sites, encyclopedias.				

* Teachers could add additional criteria to meet this standard.

Standard 4				
Students write to convey information and understanding, using a variety of sources, for academic and social purposes.				
Grades Six – Eight (assumes student is literate in L1), Advanced Level	IPT 2		IPT 3	
	Reading	Writing	Reading	Writing
Responds appropriately to a prompt in narrative, expository or persuasive writing.		Part 3*		Part 3*
Provides written responses such as identifying main idea and supporting details, plot and characterization.				
Critiques literature including connections to personal experience.				
Plans, revises, and proofreads own writing.		Parts 2 & 3*		Parts 2 & 3*
Uses complex sentence structures with grade-appropriate vocabulary, appropriate syntax and conventions, e.g.: spelling, capitalization, punctuation.		Parts 2 & 3*		Parts 2 & 3*
Uses strategies of note taking, outlining, and summarizing in content areas.				
Develop a clear thesis supported with evidence, e.g.: analogies, quotations, facts, statistics, and comparisons.				Part 3*
Uses and cites various resources including electronic media in content area reports.				
Creates coherent multi-paragraph compositions through effective transitions, accurate grammar, and syntax.		Part 3*		Part 3*
Writes clear and accurate descriptions and comparisons, including the use of figurative language.		Part 3*		Part 3*
Selects a focus and a point of view for written presentations and justifies this selection.		Part 3*		Part 3*
Grades Nine – Twelve (assumes student is literate in L1), Beginning Level	IPT 3			
			Reading	Writing
Writes English alphabet and formats appropriately, e.g.: margins, dates, and indenting.				Part 3*
Writes simple sentences and phrases using a model.				Parts 2 & 3*
Uses key words presented and emphasized in content, e.g.: literature, math and science area lessons.				Parts 2 & 3*
Writes a short personal narrative using simple sentences.				Parts 2 & 3*
Spells frequently-used words correctly in the context of writing.				Parts 2 & 3*
Records and organizes content area information using graphic organizers.				
Completes forms such as job applications by providing basic personal information with assistance.				
Plans writing using webs, maps, timelines.				
Grades Nine – Twelve (assumes student is literate in L1), Intermediate Level	IPT 3			
			Reading	Writing
Uses print for social communication, e.g.: notes, invitations, e-mail, diary entries.				

* Teachers could add additional criteria to meet this standard.

Standard 4				
Students write to convey information and understanding, using a variety of sources, for academic and social purposes.				
Summarizes the main ideas, details, and sequence of events in a literature selection with support.				
Uses varied sentence patterns with conventional spelling, capitalization, and punctuation.				Parts 1-3*
Uses technical vocabulary related to key concepts in content areas.				
Writes, with modeling and support, paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details, and a conclusion.				Parts 2 & 3*
Uses descriptive language to identify and compare characters and settings in literature.				
Records and organizes classroom procedures, e.g.: science experiment, math problem-solving.				
Writes, with modeling and support, narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.				Parts 2 & 3*
Communicates in writing using a variety of genre, e.g.: content area reports, letter writing, editorials, poetry, and autobiography.				Part 3*
Writes job applications and resumes that provide all needed information.				
Edits for basic conventions of writing and revises for appropriate word choice and organization.				Parts 2 & 3*
Incorporates resource materials into writing, e.g.: maps, internet sites, encyclopedias.				
Uses figurative language, e.g.: simile, metaphor.				
Grades Nine – Twelve (assumes student is literate in L1), Advanced Level				IPT 3
			Reading	Writing
Provides written responses such as identifying main idea and supporting details, plot and characterization, sequences and summaries.				
Plans, revises, and proofreads own writing.				Parts 2 & 3*
Responds appropriately to a prompt in narrative, expository or persuasive writing.				Parts 2 & 3*
Critiques literature including connections to personal experience.				
Uses complex sentence structures with clear and accurate vocabulary.				Parts 2 & 3*
Uses conventional spelling, capitalization, punctuation, grammar, and syntax.				Parts 2 & 3*
Uses strategies of note taking, outlining, and summarizing in content areas.				

* Teachers could add additional criteria to meet this standard.

Standard 4				
Students write to convey information and understanding, using a variety of sources, for academic and social purposes.				
Develops a clear thesis supported with evidence, e.g.: analogies, quotations, facts, statistics, and comparisons.				
Uses and cites various resources in content area reports, including use of bibliography and standard format for quotations.				
Uses effective transitions and organization to create coherent multi-paragraph essays and narratives.				Part 3*
Presents and justifies point of view and develops persuasive arguments using clear justification, explanation, and interpretation.				Part 3*
Uses writing format appropriate to genre and audience and purpose.				Parts 2 & 3*
Writes applications and essays required to apply for jobs and colleges.				
Gathers, organizes, interprets, and analyzes information related to academic content areas from various sources by writing and elaborating on gathered information.				

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* Teachers could add additional criteria to meet this standard.