

CORRELATION

THE HAWAII LANGUAGE ARTS STANDARDS

and

THE IPT[®] TESTS



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



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Correlation between Hawaii Language Arts Standards and the IPT® Tests

READING AND LITERATURE	IPT Early Literacy – Reading (Grades K-1)	IPT 1 – Reading, Forms 1A & 1B (Grades 2-3)	IPT 2 – Reading, Forms 2A & 2B (Grades 4-6)	IPT 3 – Reading, Forms 3A & 3B (Grades 7-12)
Standard 1: RANGE <i>Read a range of literary and informative texts for a variety of purposes.</i>				
Grades K-1: 1. Read narrative and informative texts. 2. Read for enjoyment and to gain information. 3. Read and follow simple directions to perform tasks.	1. ● 2. ● 3. ●			
Grades 2-3: 1. Read both fiction and nonfiction. 2. Read for enjoyment and to gain information. 3. Read and apply information and directions to perform tasks.		1. P 2. ● 3. ●		
Grades 4-5: 1. Read a variety of genres. 2. Read for literary experience and to develop aesthetic appreciation. 3. Read to research a topic. 4. Read information and instructions to perform tasks and solve problems.			1. ● 2. P 3. * 4. ●	
Grades 6-8: 1. Read a broad range of traditional, contemporary, and young adult texts across genres. 2. Read to understand human experience and the range of choices and possibilities in life. 3. Read to research an inquiry question, theme or hypothesis, using technological and traditional informational resources. 4. Read to solve problems and perform functional tasks (e.g., bus schedule, consumer information, instructions, directions).			1. P 2. P 3. P 4. ●	1. P 2. ● 3. P 4. ●
Grades 9-12: 1. Read a broad range of traditional and contemporary, canonical and noncanonical texts in many genres. 2. Read to understand many dimensions of human experience (e.g., social, cultural, philosophical, ethical). 3. Read to research an issue, theme, or thesis using technological and traditional informational resources. 4. Read to solve problems and perform citizenship and work-related tasks (e.g., tax form, voter registration, job application, technical manual).				1. P 2. ● 3. P 4. P

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READING AND LITERATURE	IPT Early Literacy – Reading (Grades K-1)	IPT 1 – Reading, Forms 1A & 1B (Grades 2-3)	IPT 2 – Reading, Forms 2A & 2B (Grades 4-6)	IPT 3 – Reading, Forms 3A & 3B (Grades 7-12)
Standard 2: COMPREHENSION PROCESSES <i>Use strategies within the reading processes to construct meaning.</i>				
Grades K-1: 1. Make reasonable predictions about what will happen in a story. 2. Draw on personal experiences and prior knowledge to comprehend text. 3. Select and organize information to tell a story.	1. P 2. ● 3. ●			
Grades 2-3: 1. Make conscious connections between prior knowledge and text while reading to construct meaning. 2. Verify and clarify ideas by referring to text. 3. Recognize breakdowns by rereading, asking questions, and seeking clarification.		1. ● 2. ● 3. *		
Grades 4-5: 1. Infer ideas from text. 2. Modify initial interpretations in light of new information and prior experience. 3. Recognize breakdowns in comprehension, and repair these breakdowns by asking questions, seeking clarification, and summarizing. 4. Integrate important information gathered from a long passage or text to interpret meaning.			1. ● 2. * 3. * 4. ●	
Grades 6-8: 1. Use strategies for constructing meaning that include annotating, interpreting, connecting, and analyzing. 2. Revise interpretations in light of new information from reading, prior knowledge, and discussion with others. 3. Interpret text(s) from multiple perspectives (e.g., historical, cultural, gender, political). 4. Evaluate and synthesize information within and across texts.			1. ● 2. * 3. ● 4. P	1. ● 2. * 3. ● 4. P
Grades 9-12: 1. Use reading strategies appropriate to text and purpose (e.g., annotating, quoting, alluding to text, rethinking initial responses). 2. Evaluate own interpretation within a range of plausible possibilities. 3. Read text(s) as art, representation of culture, and/or history. 4. Generate questions, identify issues or problems, and investigate answers or solutions using general and specialized information sources.				1. ● 2. ● 3. ● 4. *

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Standard 3: CONVENTIONS AND SKILLS <i>Apply knowledge of the conventions of language and texts to construct meaning.</i>				
Grades K-1: 1. Show knowledge of the foundations of literacy – concepts about print, phonemic awareness, experience with text – when reading text. 2. Apply letter knowledge, spelling – sound word recognition strategies, and meaning-based word recognition strategies to decode unknown words in text. 3. Demonstrate increasing fluency, including the ability to read frequently occurring words by sight	1. ● 2. ● 3. ●			
Grades 2-3: 1. Demonstrates fluent reading of grade-appropriate texts, applying spelling-sound word recognition strategies and meaning-based word recognition strategies as appropriate. 2. Apply knowledge of suffixes, prefixes, and word parts as meaningful cues to words. 3. Apply knowledge of fiction and nonfiction genres to understand text.		1. ● 2. ● 3. ●		
Grades 4-5: 1. Use knowledge of story elements (e.g., character, setting, mood, incident, structure) to interpret text. 2. Differentiate between literal and figurative language and infer appropriate meaning when reading.			1. ● 2. ●	
Grades 6-8: 1. Apply knowledge of genre conventions to analyze and interpret texts. 2. Apply knowledge of figurative language and symbols to analyze and interpret texts.			1. ● 2. ●	1. ● 2. ●
Grades 9-12: 1. Apply knowledge of genre conventions and literary devices to critically assess texts and their construction. 2. Understand how language is used to represent or challenge social and cultural beliefs.				1. ● 2. ●

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Standard 4: RESPONSE <i>Respond to texts from a range of stances: initial understanding, personal, interpretive, critical.</i>				
Grades K-1: 1. Identify favorite part of story and give reasons for choice. 2. Share information from text. 3. Interpret text through dramatization, writing, or art.	1. * 2. P 3. ●			
Grades 2-3: 1. Relate information and events in text to own ideas and life experiences. 2. State the important ideas from reading and identify a theme or generalization. 3. Interpret texts in a variety of ways (e.g., writing, drama, art, media).		1. ● 2. ● 3. ●		
Grades 4-5: 1. State the important ideas and interpret author’s message, theme, or generalization. 2. Compare own ideas with ideas in text, and analyze similarities and difference. 3. Demonstrate a critical response by representing text in another form, genre, or medium.			1. ● 2. * 3. ●	
Grades 6-8: 1. Support own interpretation of imagery, plot, and character. 2. Support a conclusion or response based on facts, ideas, and/or arguments within the text and between texts. 3. Respond to text critically by analyzing the author’s craft and message.			1. ● 2. P 3. ●	1. ● 2. P 3. ●
Grades 9-12: 1. Make a warranted and plausible interpretation of text(s) using information synthesized from sources that represent different perspectives. 2. Analyze one or more aspects of text – meaning, technique, and/or structure – for various purposes. 3. Critique texts by questioning assumptions, and challenging or affirming the underlying values represented in text.				1. * 2. ● 3. *

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Standard 5: ATTITUDES AND ENGAGEMENT <i>Demonstrate confidence as readers, and find value and satisfaction in reading and sharing reading experiences with others.</i>				
Grades K-1: 1. Read on one’s own for enjoyment. 2. Identify favorite books. 3. Share reading experiences with others.	1. * 2. * 3. ●			
Grades 2-3: 1. Identify favorite genres and topics for reading. 2. Read voluntarily for own purposes. 3. Share reading with others.		1. * 2. * 3. ●		
Grades 4-5: 1. Indicate preferences of reading materials and authors. 2. Read more about a topic on one’s own and for own purposes.			1. * 2. *	
Grades 6-8: 1. Engage intellectually with texts – think divergently, visualize characters or scenes, express opinions, raise questions.			1. ●	1. ●
Grades 9-12: 1. Engage intellectually with texts – take risks, speculate, explore alternative scenarios, think metaphorically.				1. ●
Standard 6: DIVERSITY <i>Interact thoughtfully with texts that represent diversity in language, perspective, and/or culture.</i>				
Grades K-1: 1. Read about others from different cultures to gain perspectives different from own.	1. *			
Grades 2-3: 1. Share in the experiences of others from different cultures through reading and discussion.		1. P		
Grades 4-5: 1. Interact thoughtfully with each other about texts that represent diverse perspectives.			1. *	
Grades 6-8: 1. Identify stereotypes in texts. 2. Identify cultural values and multiple perspectives in texts.			1. P 2. P	1. P 2. P
Grades 7-12: 1. Infer social or cultural norms or values of a group. 2. Analyze text for bias or perspective embedded in language. 3. Explain the social, cultural or historical context of a text.				1. ● 2. ● 3. *

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WRITING	IPT Early Literacy – Writing (Grades K-1)	IPT 1 – Writing, Forms 1A & 1B (Grades 2-3)	IPT 2 – Writing, Forms 2A & 2B (Grades 4-6)	IPT 3 – Writing, Forms 3A & 3B (Grades 7-12)
Standard 1: RANGE <i>Write using various forms to communicate for a variety of purposes and audiences.</i>				
Grades K-1: 1. Write thoughts and ideas using different forms (e.g., stories, journals, letters). 2. Write to communicate thoughts and ideas.	1. P 2. ●			
Grades 2-3: 1. Write using different forms (e.g., stories, poems, reports, correspondences). 2. Write for self and others about familiar topics and topics of interest.		1. P 2. P		
Grades 4-5: 1. Write using forms appropriate to purpose and topic. 2. Write to create understanding of ideas and information for self. 3. Write to communicate information, express opinions, and influence others.			1. ● 2. ● 3. ●	
Grades 6-8: 1. Write using forms appropriate to purpose and topic. 2. Write to reflect on learning (e.g., learning log, journal). 3. Write to communicate and report information from research. 4. Write for literary response and expression.			1. ● 2. * 3. * 4. ●	1. ● 2. * 3. * 4. ●
Grades 9-12: 1. Write using various fiction and nonfiction genres. 2. Write to report information from researching appropriate forms (e.g., term paper, position paper, I-search, interviews). 3. Write a variety of responses to reflect on learning. 4. Write for problem solving and application.				1. P 2. * 3. * 4. ●

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Standard 2: COMPOSING PROCESSES <i>Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.</i>				
Grades K-1: 1. Identify topics for writing by drawing from personal experiences and experiences with texts. 2. Generate ideas by using strategies such as drawing, role playing, and talking. 3. Expand writing by adding simple details. 4. Share writing with others.	1. ● 2. * 3. ● 4. *			
Grades 2-3: 1. Use strategies – mapping, brainstorming, reading, and talking – to focus a topic, generate ideas, and keep the writing flowing. 2. Read own writing to check for meaning and rewrite, add, or delete words or ideas to make writing clear. 3. Share writing at various stages (e.g., drafting, revising, edition, publishing).		1. * 2. * 3. *		
Grades 4-5: 1. Include information from people and texts in writing. 2. Use feedback from others to revise and edit writing. 3. Revise and edit writing as needed (e.g., inserting information; refocusing the topic; reordering text; finding a better word; correcting errors in conventions). 4. Use knowledge of the qualities of good writing to improve own writing. 5. Publish – in a variety of ways – selected finished products.			1. ● 2. * 3. * 4. * 5. *	
Grades 6-8: 1. Adapt writing processes to the task and the needs of the writer. 2. Develop and support a thesis or stance using information from a variety of sources. 3. Discuss own writing with others to gain readers’ perspectives. 4. Revise writing to improve organization, sharpen focus, and refine language; and edit writing to make it clear and correct. 5. Evaluate own writing, using criteria based on qualities of good writing, to improve writing. 6. Publish – in a variety of ways – selected finished products.			1. ● 2. * 3. * 4. * 5. * 6. *	1. ● 2. P 3. * 4. * 5. * 6. *
Grades 9-12: 1. Control and adapt writing processes according to task, purpose, and audience. 2. Evaluate and synthesize information from research and integrate information with own ideas in text. 3. Interact with others to see anew, solve writing problems, and develop thought; and use feedback to revise and improve writing. 4. Craft writing to appeal to and convince readers. 5. Develop criteria for writing from which to judge, revise, and improve own writing. 6. Publish – in a variety of ways – selected finished products.				1. ● 2. * 3. * 4. ● 5. * 6. *

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Standard 3: CONVENTIONS AND SKILLS <i>Apply knowledge and understanding of the conventions of language and research when writing.</i>				
Grades K-1: 1. Apply knowledge of print conventions, sound symbol relations, and sentence sense in writing. 2. Apply knowledge of punctuation and use capitals and periods correctly in writing.	1. ● 2. ●			
Grades 2-3: 1. Follow standard conventions in spelling common words, using simple punctuation, and constructing basic sentences.		1. ●		
Grades 4-5: 1. Apply knowledge and spelling, punctuation, and grammar to write text(s) and correct errors. 2. Cite sources used in gathering information.			1. ● 2. *	
Grades 6-8: 1. Demonstrate a good grasp of conventions in increasingly complex writing. 2. Attribute research information.			1. ● 2. *	1. ● 2. *
Grades 9-12: 1. Demonstrate control of standard conventions. 2. Use accurate documentation for various types of sources.				1. ● 2. *

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Standard 4: RHETORIC <i>Using rhetorical devices to craft writing appropriate to audience and purpose.</i>				
Grades K-1: PRODUCE WRITING THAT 1. Communicates meaning to a reader(s). 2. Uses description and details to convey meaning. 3. Shows a rudimentary sense of form. 4. Shows the writer’s involvement with the text.	1. ● 2. ● 3. ● 4. ●			
Grades 2-3: PRODUCE WRITING THAT 1. Communicates meaning to a reader(s). 2. Elaborates meaning with details, descriptions, and information from different sources. 3. Has a form or structure that gives the writing a sense of completeness. 4. Uses a voice that reveals a unique writer.		1. ● 2. P 3. ● 4. ●		
Grades 4-5: PRODUCE WRITING THAT 1. Conveys meaning, provides important information, makes a point, fulfills a purpose. 2. Has a form or structure where the parts add up to a coherent whole. 3. Uses language that is clear, colorful, and natural. 4. Reveals the writer’s developing voice and style.			1. ● 2. ● 3. ● 4. ●	
Grades 6-8: PRODUCE WRITING THAT 1. Reveals new insights about a topic, (e.g., goes beyond the obvious and predictable). 2. Has structure that is appropriate to purpose within paragraphs and the overall structure. 3. Uses language that is precise, vivid, and clear. 4. Has a voice and style that reveals the unique writer and speaks to the reader(s).			1. ● 2. ● 3. ● 4. ●	1. ● 2. ● 3. ● 4. ●
Grades 9-12: PRODUCE WRITING THAT 1. Reveals insights about people, events, knowledge, and experience. 2. Has an organizing structure that gives the writing coherence (e.g., weaves the threads of meaning into a whole). 3. Uses language that energizes the writing and gives it cadence and color. 4. Uses a voice and style that are appropriate for the topic, purpose, and audience.				1. ● 2. ● 3. ● 4. ●

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Standard 5: ATTITUDES AND ENGAGEMENT <i>Demonstrate confidence as writers, and find value and satisfaction in writing and sharing writing with other.</i>				
Grades K-1: - Enjoy sharing writing with others.	*			
Grades 2-3: - Write voluntarily for own purposes. - Willing to show what one knows about writing.		* ●		
Grades 4-5: - Write readily for a variety of purposes on a range of topics.			●	
Grades 6-8: - Know what quality work looks like and set high expectations for own writing.			P	P
Grades 9-12: - Recognize opportunities to use writing to accomplish purposes and follow through by writing.				P
Standard 6: DIVERSITY <i>Understand diversity in language, perspective, and culture in order to craft texts that represent diverse thinking and expression.</i>				
Grades K-1: - Draw, tell, and write about experiences from own personal and cultural backgrounds.	P			
Grades 2-3: - Write stories or accounts about personal and cultural experiences.		P		
Grades 4-5: - Write from perspectives of own cultural background.			●	
Grades 6-8: - Write from perspectives of culture that go beyond visible markers of difference – speech, dress, food, customs – to deeper analysis of similarities and differences.			P	P
Grades 9-12: - Use writing to consider, explore, and analyze issues of diversity in language, perspective, and culture.				P

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ORAL COMMUNICATION	IPT I – Oral, Forms E & F (Grades K-6)	IPT II – Oral, Forms C & D (Grades 7-12)
Standard 1: RANGE <i>Communicate orally using various forms – interpersonal, group, and public – for a variety of purposes and situations.</i>		
Grades K-1: 1. Make greetings, introductions, and maintain a conversation using social conventions. 2. Give and receive oral information, directions, explanations. 3. Participate in dramatic and interpretive oral activities (e.g., role playing, puppetry, choral reading).	1. ● 2. ● 3. P	
Grades 2-3: 1. Interact with others to obtain information, share ideas, express opinion. 2. Participate in groups to complete a task, solve a simple problem, or share ideas. 3. Give a simple speech to share information with peers. 4. Participate in dramatic and interpretive oral activities (e.g., storytelling, choral reading, reader’s theater).	1. * 2. * 3. * 4. ●	
Grades 4-5: 1. Participates in groups to exchange ideas, explore issues, solve a problem, or complete a project. 2. Give informal speeches to inform or persuade on a topic of interest to self and audience. 3. Participate in dramatic and interpretive oral activities (e.g., media presentation, oral interpretation, reader’s theater).	1. * 2. * 3. *	
Grades 6-8: 1. Participate in interviews for a variety of purposes. 2. Participate in groups to solve problems, analyze issues, and make reasoned decisions. 3. Give a speech to a familiar audience on a researched topic to inform and/or persuade.	1. ● 2. * 3. *	1. ● 2. * 3. *
Grades 9-12: 1. Take and defend a position in a debate to consider an issue from differing perspectives. 2. Participate in informal and formal groups (e.g., forums, symposium, parliamentary procedure) for a variety of purposes. 3. Make formal speeches to inform and persuade or influence actions.		1. ● 2. * 3. *

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ORAL COMMUNICATION	IPT I – Oral, Forms E & F (Grades K-6)	IPT II – Oral, Forms C & D (Grades 7-12)
Standard 2: COMMUNICATION PROCESSES <i>Use strategies within speaking and listening processes to construct and communicate meaning.</i>		
Grades K-1: 1. Demonstrate give and take in communication and respond appropriately to what is said. 2. Ask questions for clarification. 3. Listen attentively by focusing attention on a speaker’s message.	1. ● 2. * 3. ●	
Grades 2-3: 1. Initiate and respond to messages to promote understanding. 2. Know when one is not understood, and ask specific questions or restate message to make communication clearer. 3. Develop a clear understanding of message when listening by identifying and remembering main points.	1. ● 2. * 3. ●	
Grades 4-5: 1. Use feedback to clarify, adjust, change, continue, or stop communication. 2. Monitor understanding by paraphrasing, summarizing, and checking perceptions. 3. Create mental pictures, sequence ideas, and find purpose when listening, to understand and remember key ideas. 4. Listen critically for supporting evidence, separating fact from opinion.	1. ● 2. ● 3. ● 4. P	
Grades 6-8: 1. Interpret feedback and adjust ideas, language, and delivery to promote understanding. 2. Use strategies to prevent or repair communication breakdowns caused by misunderstandings. 3. Adapt listening behaviors to accommodate the listening situation. 4. Accept ideas on a tentative basis and suspend judgment until all ideas have been considered.	1. * 2. * 3. ● 4. ●	1. * 2. * 3. ● 4. ●
Grades 9-12: 1. Analyze audience and use strategies to create rapport and develop common understandings. 2. Make plans for achieving purpose, assess progress, and revise actions when communication breaks down, 3. Listen critically by identifying weaknesses in reasoning and by judging the soundness of evidence. 4. Develop personal view after consideration of a variety of sources and points of view.		1. * 2. * 3. * 4. *

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Standard 3: CONVENTIONS AND SKILLS <i>Apply knowledge of verbal and nonverbal language to communicate effectively.</i>		
Grades K-1: 1. Speak clearly and expressively using verbal and nonverbal language (e.g., eye contact, facial expression, vocal variety, and gestures). 2. Adjust language (e.g., pronunciation and grammar) to be understood.	1. ● 2. ●	
Grades 2-3: 1. Speak clearly and expressively using nonverbal language to complement and enhance verbal messages. 2. Use standard English pronunciation and grammar when speaking to be understood.	1. ● 2. ●	
Grades 4-5: 1. Apply knowledge of verbal and nonverbal language to create and interpret messages. 2. Apply knowledge of standard English pronunciation and grammar to be understood.	1. ● 2. ●	
Grades 6-8: 1. Use language appropriate to audience and situation. 2. Use pronunciation and grammar appropriate to audience, purpose, and situation.	1. ● 2. ●	1. ● 2. ●
Grades 9-12: 1. Use verbal and nonverbal language to create rapport and establish credibility with an audience. 2. Use pronunciation and grammar appropriate to audience, purpose, and situation, and to achieve desired results.		1. * 2. ●

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Standard 4: RHETORIC <i>Adapt messages appropriate to audience, purpose, and situation.</i>		
Grades K-1: 1. Use examples and explanations to make ideas clearer. 2. Present ideas in an order that is easy to follow. 3. Use clear language. 4. Deliver messages using appropriate volume, eye contact, and gestures.	1. ● 2. ● 3. ● 4. *	
Grades 2-3: 1. Support ideas with information and details. 2. Organize ideas so listeners can understand them. 3. Use language that conveys the intended message. 4. Adjust volume, eye contact and gestures to audience and situation.	1. ● 2. ● 3. ● 4. *	
Grades 4-5: 1. Support ideas with research information as well as personal experience and knowledge. 2. Organize ideas to give clarity to messages. 3. Use language that is clear and understood by the listener(s). 4. Use delivery appropriate to audience and situation.	1. P 2. ● 3. ● 4. ●	
Grades 6-8: 1. Use facts, information, and ideas from research and own experience that take into account the knowledge and experience of listeners. 2. Organize ideas logically to reflect reasoning. 3. Demonstrate a wide range of expressions to convey an idea. 4. Adjust delivery to purpose, message, and audience.	1. * 2. ● 3. ● 4. ●	1. * 2. ● 3. ● 4. ●
Grades 9-12: 1. Use supporting ideas from credible sources so message is accepted by audience. 2. Organize ideas to achieve desired purpose. 3. Use language to elicit a desired response. 4. Select and use delivery style to achieve desired audience response(s).		1. * 2. ● 3. ● 4. ●

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ORAL COMMUNICATION	IPT I – Oral, Forms E & F (Grades K-6)	IPT II – Oral, Forms C & D (Grades 7-12)
Standard 5: ATTITUDES AND ENGAGEMENT <i>Demonstrate confidence as communicators, and find value and satisfaction in sharing ideas with others.</i>		
Grades K-1: - Show willingness to initiate and/or engage in oral activities with other.	●	
Grades 2-3: - Demonstrate a positive attitude toward speaking that enables one to become an active participant.	●	
Grades 4-5: - Demonstrate confidence in speaking situations that enables one to become an active participant.	●	
Grades 6-8: - Demonstrates poise and confidence when speaking in a variety of situations	P	P
Grades 9-12: - Demonstrates confidence in own ideas and ability to inform or influence others.		P
Standard 6: DIVERSITY <i>Understand diversity in language, perspective, and/or culture and use speaking and listening to foster understanding.</i>		
Grades K-1: - Experience diverse cultures through the sharing of ideas with others.	●	
Grades 2-3: - Show awareness of diverse cultures through the sharing of ideas.	●	
Grades 4-5: - Know that cultural differences may affect communication and accept shared responsibility for understanding.	●	
Grades 6-8: - See beyond stereotypes and use language that describes, not labels.	●	●
Grades 9-12: - Know that language includes and excludes, and use listening and speaking to create mutual understanding.	●	●

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P = This standard is partially assessed by the indicated IPT Test.

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