

PRELIMINARY CORRELATION

The Aligned Missouri Show-Me/ TESOL Standards and the IPT[®] Tests



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



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Key to symbols used on the correlation matrix is on page 2.

Preliminary Correlation between Missouri Show-Me/TESOL Standards and the IPT® Tests

| GOAL 1 | Pre-IPT Oral (3-, 4-, and 5-year-olds) Early Literacy (Grades K-1) | IPT I Oral (Grades K-6) IPT 1 Reading & Writing Forms 1A & 1B (Grades 2-3) | IPT I Oral (Grades K-6) IPT 2 Reading & Writing Forms 2A & 2B (Grades 4-6) | IPT II Oral (Grades 7-12) IPT 3 Reading & Writing Forms 3A & 3B (Grades 7-12) |
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| Students in Missouri public schools will achieve the knowledge and skills to gather, analyze and apply information and ideas. | | | | |
| 1. Develop questions and ideas to initiate and refine research * planning how and when to use cognitive strategies and applying them appropriately to a learning task (G2S3-D7) | 1. * | 1. * | 1. * | 1. * |
| 2. Conduct research to answer questions and evaluate information and ideas *locate information for leisure activities (in oral or written form) (G1S2-PI7) *gathering information orally and in writing (G2S2-D4) *gather and organize the appropriate materials needed to complete a task (G2S2-PI18) | 2. NA | 2. * | 2. * | 2. * |
| 3. Design and conduct field and laboratory investigations to study nature and society | 3. NA | 3. * | 3. * | 3. * |
| 4. Use technological tools and other resources to locate, select and organize information *selecting different media to help understand language (G1S3-D10) *use a computer spell checker to verify spelling (G1S3-PI5) *use written sources to discover or check information (G1S3-PI6) *understanding and producing technical vocabulary and text features according to content area (G2S2-D12) *locate information appropriate to an assignment in text or reference materials (G2S2-PI6) | 4. NA | 4. P | 4. P | 4. P |
| 5. Comprehend and evaluate written, visual, and oral presentations and works *clarify and restate information as needed (G1S1-PI14) *following oral and written directions, implicit and explicit (G2S1-D1) *ask a teacher or peer to confirm one's understanding of directions to complete an assignment (G2S1-PI2) *selecting, connecting, and explaining information (G2S2-D6) *use contextual clues (G2S2-PI20) *using context to construct meaning (G2S3-D3) *consult print and non-print resources in the native language when needed (G2S2-PI19) | 5. ● | 5. ● | 5. ● | 5. ● |
| 6. Discover and evaluate patterns and relationships in information, ideas, and structures *testing hypotheses about language (G1S3-D1) *expressing likes, dislikes, and needs (G2S1-D9) *observing and modeling how others speak and behave in a particular situation or setting (G3S3-D1) *seeking information about appropriate language use and behavior (G3S3-D3) | 6. P | 6. P | 6. P | 6. P |

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| <p>● = The indicated IPT Test assesses this standard. P = This standard is partially assessed by the indicated IPT Test. * = This standard is not directly assessed by the indicated IPT Test; it is more appropriately assessed by classroom observation of instructional tasks.</p> | <p>I = Inappropriate for students at this grade level. NA = This standard is not assessed by the indicated IPT Test.</p> |
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| <p>7. Evaluate the accuracy of information and the reliability of its source</p> <ul style="list-style-type: none"> *use a dictionary to validate choice of language (G1S3-PI3) *synthesize, analyze, and evaluate information (G2S2-PI4) *scan several resources to determine the appropriateness to the topic of study (G2S3-PI6) | 7. P | 7. P | 7. P | 7. P |
| <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <ul style="list-style-type: none"> *using context to get meaning (G1S3-D12) *associate realia or diagrams with written labels to learn vocabulary or construct meaning (G1S3-PI14) *representing information visually and interpreting information presented visually (G2S2-D9) *construct a chart synthesizing information (G2S2-PI9) *construct a chart or other graphic showing data (G2S2-PI14) *rehearse and visualize information (G2S3-PI14) | 8. P | 8. P | 8. P | 8. P |
| <p>9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies</p> <ul style="list-style-type: none"> *analyzing, synthesizing, and inferring from information (G2S2-D7) *define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11) | 9. * | 9. P | 9. P | 9. P |
| <p>10. Apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers</p> <ul style="list-style-type: none"> *getting personal needs met (G1S1-D4) *distribute and collect classroom materials (G2S1-PI18) *create a commercial using an appropriate language style for the product (G3S1-PI9) *create a cartoon or comic book (G3S1-PI10) *express humor through verbal and nonverbal means (G3S1-PI15) *responding to and using idioms, appropriately (G3S1-D5) *responding to and using humor appropriately (G3S1-D6) *use idiomatic speech appropriately (G3S1-PI13) *express humor through verbal and nonverbal means (G1S2-PI17) *comparing nonverbal and verbal cues (G1S3-D6) *understand verbal directions by comparing them with nonverbal cues (e.g. folding paper into eighths, lining up) (G1S3-PI10) *requesting information and assistance (G2S1-D5) *request supplies to complete an assignment (G2S1-PI4) *applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text (G2S3-D2) *establish the preconditions necessary for effective study (e.g. noise level, seating arrangements, access to needed materials) (G2S3-PI2) *scan an entry in a book to locate information for an assignment (G2S3-PI12) *recognize irony, sarcasm, and humor in a variety of contexts (G3S1-PI4) *respond appropriately to a teacher's gesture (G3S2-PI11) *obtain a teacher's attention in an appropriate manner (G3S2-PI12) *Use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports) (G3S1-PI19) | 10. * | 10. P | 10. P | 10. P |

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| <ul style="list-style-type: none"> *tell someone in the native language that a direction given in English was not understood (G2S2-PI1) *applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text (G2S3-D2) *knowing when to use native language resources (human and material) to promote understanding (G2S3-D12) *establish the preconditions necessary for effective study (e.g., noise level, seating arrangements, access to needed material) (G2S3-PI2) *seek out print and non-print resources in the native language when needed (G2S3-PI18) | | | | |
| <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <ul style="list-style-type: none"> *sharing and requesting information (G1S1-D1) *expressing needs, feelings, and ideas (G1S1-D2) *using nonverbal communication in social interactions (G1S1-D3) *engaging in conversations (G1S1-D5) *expressing personal needs, feelings, and ideas (G1S1-D3) *persuade peers to join in a favorite activity, game, or hobby (G1S1-PI5) *discuss issues of personal importance or value (G1S1-PI6) *recount events of interest (G1S2-PI12) *ask information questions for personal reasons (G1S2-PI13) *make requests for personal reasons (G1S2-PI14) *volunteer information and respond to questions about self and family (G1S1-PI12) *focusing attention selectively (G1S3-D4) *seeking support and feedback from others (G1S3-D5) *practicing new language (G1S3-D11) *ask a classmate whether a particular word or phrase is correct (G1S3-PI4) *imitate a classmate's response to a teacher's question or directions (G1S3-PI13) *participating in full-class, group, and pair discussions (G2S1-D3) *asking and answering questions (G2S1-D4) *join in a group response at the appropriate time (G2S1-PI15) *share classroom materials and work successfully with a partner (G2S1-PI19) *retelling information (G2S2-D5) *responding to the work of peers and others (G2S2-D8) *seek more knowledgeable others with whom to consult to advance understanding (G2S3-PI17) *initiate and carry on appropriate small talk (e.g. while visiting a classmate's home, on a bus, at a party) (G3S1-PI11) *interact with an adult in a formal and informal setting (G3S1-PI16) *role play a telephone conversation with an adult (G3S1-PI17) *using nonverbal communication in social interactions (G1S1-D3) *shop in a supermarket (G1S1-PI10) *use the telephone (G1S1-PI21) *recommend a film or videotape to a friend (G1S2-PI2) *recommend a game, book, or computer game (G1S2-PI10) | 3. P | 3. P | 3. P | 3. P |
| <p>4. Present perceptions and ideas regarding works of the arts, humanities and sciences</p> <ul style="list-style-type: none"> *expressing needs, feelings, and ideas (G1S1-D2) *describe feelings and emotions after watching a movie (G1S1-PI15) *add gestures to correspond to a dialogue in a play (G3S2-PI10) | 4. P | 4. P | 4. P | 4. P |

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| 5. Perform or produce works in the fine and practical arts *indicate interests, opinions, or preferences related to class projects (G1S1-PI16) | 5. * | 5. * | 5. * | 5. * |
| 6. Apply communication techniques to the job search and to the workplace *recognize and apply the style of speech used in a job interview, a debate, or a formal meeting (G3S1-PI1) | 6. I | 6. I | 6. I | 6. * |
| 7. Use technological tools to exchange information and ideas *conducting transactions (G1S1-D6) | 7. * | 7. * | 7. * | 7. * |

| GOAL 3 | Pre-IPT Oral (3-, 4-, and 5-year-olds) Early Literacy (Grades K-1) | IPT I Oral (Grades K-6) IPT 1 Reading & Writing Forms 1A & 1B (Grades 2-3) | IPT I Oral (Grades K-6) IPT 2 Reading & Writing Forms 2A & 2B (Grades 4-6) | IPT II Oral (Grades 7-12) IPT 3 Reading & Writing Forms 3A & 3B (Grades 7-12) |
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| Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. | | | | |
| <p>1. Identify problems and define their scope and elements *justify changes in assignments or the need for an extension (G2S1-PI3) *formulating and asking questions (G2S2-D11) *preview assigned textbook chapters and generate questions to explore the topics to be presented (G2S3-PI1)</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems *actively connecting new information to information previously learned (G2S3-D8) *interpreting and responding appropriately to nonverbal cues and body language (G3S2-D1) *demonstrating knowledge of acceptable nonverbal classroom behaviors (G3S2-D2) *using acceptable tone, volume, stress, and intonation in various social settings (G3S2-D3) *identify nonverbal cues that cause misunderstanding (G3S2-PI3) *analyze nonverbal behavior (G3S2-PI8) *describe intent by focusing on a person’s nonverbal behavior (G3S2-PI9) *use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater (G3S2-PI13) *evaluate behaviors in different situations (G3S3-PI5)</p> <p>4. Evaluate the processes used in recognizing and solving problems *evaluating one’s own success in a completed learning task (G2S3-D9) *recognizing the need for and seeking assistance appropriately from others (e.g. teachers, peers, specialists, community members) (G2S3-D10)</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises *elaborating and extending other people’s ideas and words (G2S1-D8)</p> <p>6. Examine problems and proposed solutions from multiple perspectives *comparing and contrasting information (G2S2-D1) *research information on academic topics from multiple sources (G2S2-PI7)</p> <p>7. Evaluate the extent to which a strategy addresses the problem *hypothesizing and predicting (G2S2-D10) *verbalize relationships between new information and information previously learned in another setting (G2S3-PI9)</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p> | <p>1. P</p> <p>2. *</p> <p>3. P</p> <p>4. P</p> <p>5. ●</p> <p>6. P</p> <p>7. P</p> <p>8. *</p> | <p>1. P</p> <p>2. P</p> <p>3. P</p> <p>4. P</p> <p>5. ●</p> <p>6. P</p> <p>7. P</p> <p>8. *</p> | <p>1. P</p> <p>2. P</p> <p>3. P</p> <p>4. P</p> <p>5. ●</p> <p>6. P</p> <p>7. P</p> <p>8. *</p> | <p>1. P</p> <p>2. P</p> <p>3. P</p> <p>4. P</p> <p>5. ●</p> <p>6. ●</p> <p>7. P</p> <p>8. *</p> |

| | Pre-IPT Oral (3-, 4-, and 5- year-olds) Early Literacy (Grades K-1) | IPT I Oral (Grades K-6) IPT 1 Reading & Writing Forms 1A & 1B (Grades 2-3) | IPT I Oral (Grades K-6) IPT 2 Reading & Writing Forms 2A & 2B (Grades 4-6) | IPT II Oral (Grades 7-12) IPT 3 Reading & Writing Forms 3A & 3B (Grades 7-12) |
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| COMMUNICATION ARTS | | | | |
| 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) *make an appointment (G1S1-PI3) *corresponding with pen pals, English-speaking acquaintances, friends (G1S1-PI7) *writing personal essays (G1S1-PI8) *give and ask for permission (G1S1-PI17) *read and write invitations and thank you letters (G1S1-PI20) *learning and using language “chunks” (G1S3-D9) *prepare for and participate in a debate (G2S2-PI2) *advise peers on appropriate language use (G3S1-PI14) | 1. P | 1. P | 1. P | 1. P |
| 2. Reading and evaluating fiction, poetry, and drama *discuss preferences for types of music, book genres, and computer programs (G1S2-PI1) | 2. * | 2. ● | 2. ● | 2. ● |
| 3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) *describe, read, or write about a personal hero (G1S2-PI4) *evaluate a written assignment using rating criteria provided by the teacher (G2S3-PI4) | 3. I | 3. P | 3. P | 3. P |
| 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) *write in a diary or personal journal (G1S2-PI3) *write a poem, short story, play, or song (G1S2-PI8) *make notes in preparation for a meeting or interview (G1S3-PI1) *keep individual notes for language learning (G1S3-PI7) *paraphrase a teacher’s directions orally or in writing (G1S1-PI10) *take notes as a teacher presents information or during a film in order to summarize key concepts (G2S2-PI3) *write a summary of a book, article, movie, or lecture (G2S2-PI5) *identify and associate written information with words (e.g. written numerals with spoken numbers, the compass rose with directional words (G2S2-PI10) *taking notes to record important information and aid one’s own learning (G2S3-D4) *take notes to summarize the main points provided in source material (G2S3-PI8) *write business and personal letters (G3S1-PI8) *write a letter or email message to an adult or a peer using appropriate language forms (G3S1-PI20) | 4. P | 4. P | 4. P | 4. P |

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| <p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions)</p> <ul style="list-style-type: none"> *express feelings through drama, poetry, or song (G1S1-PI2) *describe feelings and emotions after watching a movie (G1S1-PI15) *describe favorite storybook characters (G1S2-PI9) *listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines (G1S2-PI11) *self-monitoring and self-evaluating language development (G1S3-D7) *modify a statement made by a peer (G2S1-PI9) *listening to, speaking, reading, and writing about subject matter information (G2S2-D3) *read a story and represent the sequence of events (through pictures, words, music, or drama) (G2S2-PI15) *using nonverbal communication in social interactions (G1S1-D3) *shop in a supermarket (G1S1-PI10) *use the telephone (G1S1-PI21) | 5. P | 5. P | 5. P | 5. P |
| <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p> <ul style="list-style-type: none"> *sharing and requesting information (G1S1-D1) *defend and argue a position (G1S1-PI4) *ask peers for their opinions, preferences, and desires (G1S1-PI6) *engage listener's attention verbally or non-verbally (G1S1-PI11) *volunteer information and respond to questions about self and family (G1S1-PI12) *participating in popular culture (G1S2-D4) *listening to and imitating how others use English (G1S3-D2) *test appropriate use of new vocabulary, phrases, and structure (G1S3-PI8) *practice recently learned language by teaching a peer (G1S3-PI15) *use polite forms to negotiate and reach consensus (G2S1-PI5) *negotiate cooperative roles and task assignments (G2S1-PI7) *take turns when speaking in a group (G2S1-PI8) *focusing attention selectively (G2S3-D1) *practice an oral report with a peer prior to presenting it in class (G2S3-PI3) *brainstorm ideas with native language peers prior to writing a composition on a given topic (G2S3-PI5) *take risks in language (G2S2-PI15) *use the appropriate register for business and friendly transactions (G3S1-PI5) *make polite requests (G3S1-PI18) *compare gestures and body language (G3S2-PI2) *respond to a teacher's general school-related small talk (G2S1-PI11) *experimenting with variations of language in social and academic settings (G3S3-D2) *rehearse different ways of speaking according to the formality of the setting (G3S3-PI7) | 6. * | 6. P | 6. P | 6. P |

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| <p>7. Identifying and evaluating relationships between language and culture</p> <ul style="list-style-type: none"> *offer and respond to greetings, compliments, invitations, introductions, and farewells (G1S1-PI18) *negotiate solutions to problems, interpersonal misunderstandings, and disputes (G1S1-PI19) *sharing social and cultural traditions and values (G1S2-D2) *talk about favorite food or celebration (G1S2-PI16) *follow directions to form groups (G2S1-PI6) *explain the reason for being absent or late to a teacher (G2S1-PI12) *listen to and incorporate a peer’s feedback regarding classroom behavior (G2S1-PI16) *greet a teacher when entering class (G2S1-PI17) *ask assistance with a task (G2S1-PI20) *use verbal and nonverbal cues to know when to pay attention (G2S3-PI10) *interpret and explain a political cartoon, situation, comedy, or a joke (G3S1-PI3) *write a dialogue incorporating idioms or slang (G3S1-PI7) *determine when it is appropriate to tell a joke (G3S1-PI12) *demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience (G3S1-PI21) *greet and take leave appropriately in a variety of settings (G3S1-PI22) *recognizing and adjusting behavior in response to nonverbal cues (G2S2-D4) *advise peers on appropriate behaviors in and out of school (G3S2-PI4) *demonstrate in a role play two aspects of body language common to one’s own culture (G3S2-PI7) *analyzing the social context to determine appropriate language use (G3S3-D5) *deciding when use of slang is appropriate (G3S3-D7) *interpret meaning through knowledge of cultural factors that affect meaning (e.g., word choice, intonation, setting) (G3S3-PI2) *rephrase an utterance when it results in cultural misunderstanding (G3S3-PI4) *test appropriate use of newly acquired gestures and language (G3S3-PI8) *use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports) (G3S1-PI19) *compare body language norms among various cultures represented in the classroom or community (G3S2-PI1) *determine the appropriate distance to maintain while standing near someone, depending on the situation (G3S2-PI5) | 7. P | 7. P | 7. P | 7. P |
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|---|---|---|---|--|
| Science | | | | |
| 1. Properties and principles of matter and energy | 1. NA | 1. NA | 1. NA | 1. NA |
| 2. Properties and principles of force and motion | 2. NA | 2. NA | 2. NA | 2. NA |
| 3. Characteristics and interactions of living organisms | 3. NA | 3. NA | 3. NA | 3. NA |
| 4. Changes in ecosystems and interactions of organisms with their environment *explain change (e.g., growth in plants and animals, seasons, in self, in characters in literature) (G2S2-PI12) | 4. NA | 4. NA | 4. NA | 4. NA |
| 5. Processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere | 5. NA | 5. NA | 5. NA | 5. NA |
| 6. Composition and structure of the universe and the motions of the objects within it | 6. NA | 6. NA | 6. NA | 6. NA |
| 7. Processes of scientific inquiry (such as formulating and testing hypotheses) *record observations (G2S2-PI13) | 7. NA | 7. NA | 7. NA | 7. NA |
| 8. Impact of science, technology and human activity on resources and the environment | 8. NA | 8. NA | 8. NA | 8. NA |
| Social Studies | | | | |
| 1. Principles expressed in the documents shaping constitutional democracy in the United States | 1. NA | 1. NA | 1. NA | 1. NA |
| 2. Continuity and change in the history of Missouri, the United States and the world | 2. NA | 2. NA | 2. NA | 2. NA |
| 3. Principles and processes of governance systems | 3. NA | 3. NA | 3. NA | 3. NA |
| 4. Economic concepts (productivity and the market system) and principles (law of supply and demand) | 4. NA | 4. NA | 4. NA | 4. NA |
| 5. The major elements of geographical study and analysis (such as location, place, movements, regions) and their relationships to changes in society and environment | 5. NA | 5. NA | 5. NA | 5. NA |
| 6. Relationships of the individual and groups to institutions and cultural traditions *interpret a teacher's indirect command to behave properly (G2S1-PI1) | 6. NA | 6. NA | 6. NA | 6. NA |
| 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents) *locate reference material (G2S2-PI16) *make pictures to check comprehension of a story or process (G2S3-PI11) *select materials from school resource collections to complete a project (G2S3-PI13) | 7. NA | 7. NA | 7. NA | 7. NA |

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| Fine Arts | | | | |
| 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts *express feelings through drama, poetry, or song (G2S1-PI1) | 1. NA | 1. NA | 1. NA | 1. NA |
| 2. The principles and elements of different forms | 2. NA | 2. NA | 2. NA | 2. NA |
| 3. The vocabulary to explain perceptions about the evaluations of words in dance, music, theater and visual arts *engage listener's attention verbally and non-verbally (G1S1-PI11) | 3. NA | 3. NA | 3. NA | 3. NA |
| 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines. | 4. NA | 4. NA | 4. NA | 4. NA |
| 5. Visual and performing arts in historical and cultural contexts | 5. NA | 5. NA | 5. NA | 5. NA |

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| Health/Physical Education | | | | |
| 1. Structures of, function of, and relationships among human body systems *participating in full-class, group, and pair discussions (G2S1-D3) *compare and classify information using technical vocabulary (G2S2-PI1) *take notes as a teacher presents information or during film in order to summarize key concepts (G2S2-PI3) *synthesize, analyze, and evaluate information (G2S2-PI4) *define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11) *gather and organize the appropriate materials needed to complete a task (G2S2-PI18) | 1. NA | 1. NA | 1. NA | 1. NA |
| 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) *sharing and requesting information (G1S1-D1) *expressing needs, feelings, and ideas (G1S1-D2) *getting personal needs met (G1S1-D4) *make an appointment (G1S1-PI3) *defend and argue a position (G1S1-PI4) *make plans for social engagements (G1S1-PI9) *volunteer information and respond to questions about self and family (G1S1-PI12) *elicit information and ask clarification questions (G1S1-PI13) *clarify and restate information as needed (G1S1-PI14) *listening to, speaking, reading, and writing about subject matter information (G2S2-D3) *gathering information orally and in writing (G2S2-D4) *formulating and asking questions (G2S2-D11) *synthesize, analyze, and evaluate information (G2S2-PI4) *explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature) (G2S2-PI12) *consult print and non-print resources in the native language when needed (G2S2-PI21) | 2. NA | 2. NA | 2. NA | 2. NA |
| 3. Diseases and methods for prevention, treatment and control | 3. NA | 3. NA | 3. NA | 3. NA |

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| 4. Principles of movement and physical fitness *express enjoyment while playing a game (G1S2-PI15) | 4. NA | 4. NA | 4. NA | 4. NA |
| 5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use) *compare and classify information using technical vocabulary (G2S2-PI1) *take a position and support it orally or in writing (G2S2-PI8) | 5. NA | 5. NA | 5. NA | 5. NA |
| 6. Consumer health issues (such as the effects of mass media and technologies on safety and health) *generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, and qualifications) (G2S2-PI17) | 6. NA 7. NA | 6. NA 7. NA | 6. NA 7. NA | 6. NA 7. NA |
| 7. Responses to emergency situations | | | | |

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| <p>3. Data analysis, probability and statistics</p> <ul style="list-style-type: none"> *comparing and contrasting information (G2S2-D1) *listening to, speaking, reading, and writing about subject matter information (G2S2-D3) *gathering information orally and in writing (G2S2-D4) *selecting, connecting, and explaining information (G2S2-D6) *analyzing, synthesizing, and inferring from information (G2S2-D7) *representing information visually and interpreting information presented visually (G2S2-D9) *understanding and producing technical vocabulary and text features according to content area (G2S2-D12) *demonstrating knowledge through application in a variety of contexts (G2S2-D13) *compare and classify information using technical vocabulary (G2S2-PI1) *synthesize, analyze, and evaluate information (G2S2-PI4) *construct a chart synthesizing information (G2S2-PI9) *define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11) *record observations (G2S2-PI13) *construct a chart or other graphic data (G2S2-PI14) *gather and organize the appropriate materials needed to complete a task (G2S2-PI18) *consult print and nonprint resources in the native language when needed (G2S2-PI21) *sharing social and cultural traditions and values (G1S2-D2) *discuss preferences for types of music, book genres, and computer programs (G1S2-PI1) *sharing and requesting information (G1S1-D1) *elicit information and ask clarification questions (G1S1-PI13) *use written sources to discover or check information (G1S3-PI6) *asking and answering questions (G2S1-D4) *evaluate a written assignment using rating criteria provided by the teacher (G2S3-PI4) | 3. NA | 3. NA | 3. NA | 3. NA |
| <p>4. Patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts</p> <ul style="list-style-type: none"> *comparing and contrasting information (G2S2-D1) *gathering information orally and in writing (G2S2-D4) *selecting, connecting, and explaining information (G2S2-D6) *analyzing, synthesizing, and inferring from information (G2S2-D7) *understanding and producing technical vocabulary and text features according to content area (G2S2-D12) *demonstrating knowledge through application in a variety of contexts (G2S2-D13) *compare and classify information using technical vocabulary (G2S2-PI1) *synthesize, analyze, and evaluate information (G2S2-PI4) *locate information appropriate to an assignment in text or reference materials (G2S2-PI6) *identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words) (G2S2-PI10) *define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11) *take notes to summarize the main points provided in source material (G2S3-PI8) | 4. NA | 4. NA | 4. NA | 4. NA |

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| 5. Mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 5. NA | 5. NA | 5. NA | 5. NA |
| 6. Discrete mathematics (such as graph theory, counting techniques, matrices) <ul style="list-style-type: none"> *comparing and contrasting information (G2S2-D1) *selecting, connecting, and explaining information (G2S21-D6) *analyzing, synthesizing, and inferring from information (G2S2-D7) *representing information visually and interpreting information presented visually (G2S2-D9) *understanding and producing technical vocabulary and text features according to content area (G2S2-D12) *demonstrating knowledge through application in a variety of contexts (G2S2-D13) *compare and classify information using technical vocabulary (G2S2-PI1) *synthesize, analyze, and evaluate information (G2S2-PI4) *locate information appropriate to an assignment in text or reference materials (G2S2-PI6) *identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words) (G2S2-PI10) *define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11) *actively connecting new information to information previously learned (G2S3-D8) *gathering information orally and in writing (G2S2-D4) *selecting, connecting, and explaining information (G2S2-D6) *analyzing, synthesizing, and inferring from information (G2S2-D7) *representing information visually and interpreting information presented visually (G2S2-D11) *compare and classify information using technical vocabulary (G2S2-PI1) *synthesize, analyze, and evaluate information (G2S2-PI4) *identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words) (G2S2-PI10) | 6. NA | 6. NA | 6. NA | 6. NA |