

## **IPT and OTELA Judgment-Based Alignment**

### **Introduction**

This document characterizes a judgment-based relationship between the IPT Family of Tests and the OTELA assessment. The judgment is based on the description of proficiency levels associated with each test. Please note that no sets of empirical data of students taking the two tests within a short time span are known to exist, and thus no empirical analyses were conducted to support this alignment judgment.

The IPT Family of Tests and the OTELA assessment have different test structures and administration procedures, and different purposes of test use:

- The IPT Family of Tests consists of three tests, an interactive Oral test, a Reading test, and a Writing test. Each of these tests provides a score for a total of three scores: an Oral score, a Reading score, and a Writing score. Additionally, for the Oral test, several descriptive diagnostic scores are available in the OnlineIPT score reports to suggest specific areas of remedial instruction that may be useful for each student. The IPT Family of Tests does not provide aggregated scores such as an Overall score or a Comprehension score. The primary use of the IPT Family of Tests is identification and placement, and the company recommends using the full profile of a student's scores to inform placement. The Examiner's Manual recommends emphasizing reading and writing scores when placing students, especially from grade 2 onwards.
- The OTELA is Ohio's annual English language proficiency assessment that consists of four subtests: Reading, Writing, Listening, and Speaking. The test yields seven scores: one for each subtest, as well as aggregated scores for Comprehension, Production, and Composite, which is an overall English proficiency score. The purpose of the test is to test students' English language proficiency to determine whether they are ready to achieve success in classrooms where English is the language of instruction.

The scores that can be judgmentally aligned for the two test systems are therefore:

- OTELA Speaking – IPT Oral
- OTELA Listening – IPT Oral
- OTELA Reading – IPT Reading
- OTELA Writing – IPT Writing

### **Grades**

The OTELA is an observation-based instrument for grades K-2, and a standardized assessment for students in grades 3-12. The grade spans of the OTELA test are 3-5, 6-8, and 9-12. As indicated at the beginning of this document, the tests are different, and comparisons between observation instruments and tests are even more approximate than those between two different tests. Nevertheless, in response to a request, judgments of the score level relationships between all grades are included in this document. The comparison tables are broken up into grade levels and spans based on both the OTELA grade spans and the different normative grade groupings for the IPT.

## About IPT Scores

The IPT Oral Tests yield scores using two types of scoring logic: raw scores and their transformations into standardized scores, and designations and proficiency levels based on groupings of test items into levels and associated scoring rules at the end of each test level. The test structure is described in more detail below. Because of the stopping rules on the IPT Oral Test, there is no simple transformation between raw scores and proficiency levels. To derive an oral proficiency level for the student, records of the highest test level administered and the test level received are required. Similarly, the derivation of Writing proficiency levels and designations on the IPT requires information on how the student did on different sections of the IPT Writing Test. The correspondences in the judgmental alignment tables are based on the IPT proficiency level scores.

## OTELA Speaking – IPT Oral

- The OTELA Speaking observation instrument for grades K-2 is an eight item inventory that an assessor completes while observing each student in a variety of settings (classroom, cafeteria, playground, other settings). Each behavior is rated on a scale of 0-3, and detailed guidelines guide the assessor in making the observations. The rating guidelines for kindergarten students define a lower range of expectation than those for Grades 1-2.
- The OTELA Speaking test for grades 3-12 is administered individually by playing prompts to the student from a CD and rating the student's answers. There are three test levels: 3-5, 6-8, and 9-12. Each test consists of 12 items. There are three topics, each of which is addressed with four structured prompts that require the student to connect with the topic, tell something about it, expand on it, and reason about it. The examiner observes the student and scores the performance according to scoring instructions on a 0-2 scale. Sometimes the student responses are recorded for later double scoring.
- The IPT–Oral English Test is an individually administered, structured oral interview, where the examiner asks the student questions or gives prompts. The examiner scores the student's answers as correct or incorrect as each item is administered. Some items are based on pictures while others are based on interaction between the examiner and the student. For example, students identify objects or actions in pictures, listen to brief stories and answer questions about them, and answer questions about themselves and their opinions and experiences. The test assesses proficiency in four domains of oral English: vocabulary, grammar, comprehension, and verbal expression. The items are grouped into levels. At the end of each level, the examiner tallies the number of errors at that level and compares this to a scoring rule that tells the examiner to either stop testing or continue on to the next level. In this way, students advance through the test levels until the test is completed or until they stop at the highest level they can attain based on their language proficiency. The test is 15-75 items long depending on how many levels the student completes before the testing is stopped.

<b>OTELA K-2 Speaking</b>	<b>IPT I–Oral Grade K</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>may speak or repeat common phrases and words and can ask one- to two-word questions</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A</li> <li>may communicate a little using short turns of one or two words</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>predominantly uses formulaic speech patterns and memorized phrases; responds to questions with one- to two-word answers</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score B (testing stopped at level B)</li> <li>Labels some familiar people and objects, may use plurals and present tense appropriately</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>restructures learned language into original speech; has limited vocabulary and marked errors in speech; can use language to retell, describe, narrate, question, and instruct, but not fluently</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score B (testing stopped at level C)</li> <li>Labels some familiar people, objects, and activities; uses regular plurals and present tense appropriately</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>restructures language to communicate orally; uses connective devices; responds in a mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations; is fluent but may hesitate or make errors in spontaneous communicative situations</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>Labels and describes familiar people, objects, and activities; uses regular plurals, present tense, and negatives appropriately; repeats simple sentences correctly</li> </ul>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>responds orally in a coherent, unified, and sequenced manner; uses a variety of connective devices; understands and uses a range of simple and complex grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level</li> </ul>	<p><b>Advanced – Fluent English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D or above</li> <li>Speaks coherently using phrases and full sentences as appropriate; uses past, present, and future tenses meaningfully; asks past tense questions; completes tasks such as comparison and contrast and summary comprehensibly</li> </ul>

<b>OTELA K-2 Speaking</b>	<b>IPT I–Oral Grade 1</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>may speak or repeat common phrases and words and can ask one- to two-word questions</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A</li> <li>may communicate a little using short turns of one or two words</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>predominantly uses formulaic speech patterns and memorized phrases; responds to questions with one- to two-word answers</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score B</li> <li>Labels some familiar people, objects, and activities; uses regular plurals and present tense appropriately</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>restructures learned language into original speech; has limited vocabulary and marked errors in speech; can use language to retell, describe, narrate, question, and instruct, but not fluently</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>Labels and describes familiar people, objects, and activities; uses regular plurals, present tense, and negatives appropriately; repeats simple sentences correctly</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>restructures language to communicate orally; uses connective devices; responds in a mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations; is fluent but may hesitate or make errors in spontaneous communicative situations</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>Speaks coherently for the most part using phrases and full sentences; uses past, present, and future tenses; asks questions appropriately in the present tense; summarizes main idea and descriptive details of a story</li> </ul>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>responds orally in a coherent, unified, and sequenced manner; uses a variety of connective devices; understands and uses a range of simple and complex grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level</li> </ul>	<p><b>Advanced – Fluent English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score E or above</li> <li>Speaks coherently using phrases and full sentences as appropriate; uses past, present, and future tenses meaningfully; asks past tense questions; completes tasks such as comparison and contrast and summary comprehensibly</li> </ul>

<b>OTELA K-2 Speaking</b>	<b>IPT I–Oral Grade 2</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>may speak or repeat common phrases and words and can ask one- to two-word questions</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A or B</li> <li>Labels some familiar people, objects, and activities; uses regular plurals and present tense appropriately</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>predominantly uses formulaic speech patterns and memorized phrases; responds to questions with one- to two-word answers</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>Labels and describes familiar people, objects, and activities; uses regular plurals, present tense, and negatives appropriately; repeats simple sentences correctly</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>restructures learned language into original speech; has limited vocabulary and marked errors in speech; can use language to retell, describe, narrate, question, and instruct, but not fluently</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>Speaks coherently for the most part using phrases and full sentences; uses past, present, and future tenses; asks questions appropriately in the present tense; summarizes main idea and descriptive details of a story</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>restructures language to communicate orally; uses connective devices; responds in a mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations; is fluent but may hesitate or make errors in spontaneous communicative situations</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score E</li> <li>Speaks coherently using phrases and full sentences; uses past, present, and future tenses meaningfully; asks past tense questions; completes tasks such as description, comparison and contrast and retelling comprehensibly</li> </ul>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>responds orally in a coherent, unified, and sequenced manner; uses a variety of connective devices; understands and uses a range of simple and complex grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level</li> </ul>	<p><b>Advanced – Fluent English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score F</li> <li>Speaks coherently using phrases and full sentences as appropriate; uses past, present, and future tenses meaningfully; asks past tense questions; completes tasks such as comparison and contrast and summary comprehensibly</li> </ul>

<b>OTELA 3–5 Speaking</b>	<b>IPT I–Oral Grades 3-5</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to use gestures and simple words to communicate</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A or B</li> <li>Labels some familiar people, objects, and activities; uses regular plurals and present tense appropriately</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Use appropriate strategies to initiate and respond to simple conversation</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>Labels and describes familiar people, objects, and activities; uses regular plurals, present tense, and negatives appropriately; repeats simple sentences correctly</li> </ul>
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Communicate orally with some hesitation</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>Speaks coherently for the most part using phrases and full sentences; uses past, present, and future tenses; asks questions appropriately in the present tense; summarizes main idea and descriptive details of a story</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Actively engage in most communicative situations familiar or unfamiliar</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score E</li> <li>Speaks coherently using phrases and full sentences; uses past, present, and future tenses meaningfully; asks past tense questions; completes tasks such as description, comparison and contrast and retelling comprehensibly</li> </ul>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Produce fluent and accurate language</li> </ul>	<p><b>Advanced – Fluent English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score F</li> <li>Speaks coherently using phrases and full sentences as appropriate; uses past, present, and future tenses meaningfully; asks past tense questions; completes tasks such as comparison and contrast and summary comprehensibly</li> </ul>

<b>OTELA 6–8 Speaking</b>	<b><i>IPT II–Oral</i> Grades 6-8</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to use gestures and simple words to communicate</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A</li> <li>may communicate a little using short turns of one or two words</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Use appropriate strategies to initiate and respond to simple conversation</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score B</li> <li>Uses everyday and concrete school vocabulary appropriately; uses present and future tenses of common verbs; asks present tense questions; uses irregular plurals and negatives</li> </ul>
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Communicate orally with some hesitation</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>Labels and describes objects and activities associated with school and everyday life; uses present and past tense appropriately including contractions; expresses comparisons comprehensibly</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Actively engage in most communicative situations familiar or unfamiliar</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>Speaks coherently for the most part using phrases and full sentences; uses all tenses and conditionals appropriately; completes tasks such as explaining word meanings and discussing possible alternatives for courses of action</li> </ul>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Produce fluent and accurate language</li> </ul>	<p><b>Advanced – Fluent English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score E or above</li> <li>Speaks coherently using phrases and full sentences as appropriate; uses all tenses and conditionals appropriately; asks past tense questions; completes tasks such as interviewing and predicting conclusions appropriately</li> </ul>

<b>OTELA 9–12 Speaking</b>	<b><i>IPT II–Oral</i> Grades 9-12</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to use gestures and simple words to communicate</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A or B</li> <li>may communicate a little using short turns; may initiate interaction using one or two words</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>Use appropriate strategies to initiate and respond to simple conversation</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>Labels and describes objects and activities associated with school and everyday life; uses present and past tense appropriately including contractions; expresses comparisons comprehensibly</li> </ul>
<p><b>Level 3 – Intermediate students</b></p> <ul style="list-style-type: none"> <li>Communicate orally with some hesitation</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>Speaks coherently for the most part using phrases and full sentences; uses all tenses and conditionals appropriately; completes tasks such as explaining word meanings and discussing possible alternatives for courses of action</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>Actively engage in most communicative situations familiar or unfamiliar</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score E</li> <li>Speaks coherently using phrases and full sentences as appropriate; uses all tenses and conditionals appropriately; asks past tense questions; completes tasks such as interviewing and predicting conclusions appropriately</li> </ul>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Produce fluent and accurate language</li> </ul>	<p><b>Advanced – Fluent English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score F</li> <li>Speaks coherently using phrases and full sentences as appropriate; uses all tenses and conditionals appropriately; completes tasks such as explaining word meanings, interpreting graphs, and justifying choices</li> </ul>

### **OTELA Listening – IPT Oral**

- The OTELA Listening observation instrument for grades K-2 is a seven item inventory that an assessor completes while observing each student in a variety of settings (classroom, cafeteria, playground, other settings). Each behavior is rated on a scale of 0-3, and detailed guidelines guide the assessor in making the observations. The rating guidelines for kindergarten students define a lower range of expectation than those for grades 1-2.
- The OTELA Listening test for grades 3-12 is a group-administered test of approximately 30 minutes, consisting of 18 items for grades 3-5 and 6-8, and 20 items for grades 9-12. The test is administered using an audio CD that includes the instructions, the listening passages, the test questions, and answer breaks. The questions are multiple choice.
- As indicated above, the IPT–Oral English Test is an individually administered, structured oral interview where the examiner asks the student questions or gives prompts. The test items are grouped into levels, and each level includes a few listening items and several interactive items that cover both listening and speaking.

<b>OTELA K-2 Listening</b>	<b>IPT I–Oral Grade K</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>may understand some isolated spoken words, commands, and questions, but often requires nonverbal cues and frequent repetition</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A</li> <li>may understand some simple questions and prompts, especially when supported by nonverbal cues</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>understands short, simple oral statements on familiar topics; follows simple multi-step directions; requires frequent repetition and rephrasing</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score B (testing stopped at level B)</li> <li>understands short, simple questions and statements; follows simple directions involving prepositions</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>understands sentence-length statements and questions; understands main idea and some details from conversations and simple oral texts; is beginning to develop key vocabulary, interpret meaning, and understand some idioms</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score B (testing stopped at level C)</li> <li>understands short, simple questions and statements; follows simple directions involving prepositions; understands major facts and events in simple stories</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>understands most school/social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms; is developing a wide range of vocabulary</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>understands simple questions and statements; follows multi-step directions; understands major facts and events in simple stories</li> </ul> <p><i>Possibly also IPT Advanced – Test level score D and above</i></p>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>understands most grade-level speech, both social and academic; understands main ideas and relevant details at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary including idiomatic language</li> </ul>	<p><i>IPT I–Oral listening items do not correspond well with this description of the OTELA test content and proficiency levels</i></p>

<b>OTELA K-2 Listening</b>	<b>IPT I–Oral Grade 1</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>• may understand some isolated spoken words, commands, and questions, but often requires nonverbal cues and frequent repetition</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>• Test level score A</li> <li>• may understand some simple questions and prompts, especially when supported by nonverbal cues</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>• understands short, simple oral statements on familiar topics; follows simple multi-step directions; requires frequent repetition and rephrasing</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>• Test level score B</li> <li>• understands short, simple questions and statements; follows simple directions involving prepositions; understands major facts and events in simple stories</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>• understands sentence-length statements and questions; understands main idea and some details from conversations and simple oral texts; is beginning to develop key vocabulary, interpret meaning, and understand some idioms</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>• Test level score C</li> <li>• understands simple questions and statements; follows multi-step directions; understands major facts and events in simple stories</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>• understands most school/social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms; is developing a wide range of vocabulary</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>• Test level score D</li> <li>• understands multi-part questions; follows development of ideas in stories; comprehends and predicts outcome of stories using modals such as <i>may</i>, <i>might</i></li> </ul> <p><i>Possibly also IPT Advanced – Test level scores E and F</i></p>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>• understands most grade-level speech, both social and academic; understands main ideas and relevant details at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary including idiomatic language</li> </ul>	<p><i>IPT I–Oral listening items do not correspond well with this description of the OTELA test content and proficiency levels</i></p>

<b>OTELA K-2 Listening</b>	<b>IPT I–Oral Grade 2</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>may understand some isolated spoken words, commands, and questions, but often requires nonverbal cues and frequent repetition</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A or B</li> <li>understands some simple questions and prompts, especially when supported by nonverbal cues; may understand short, simple questions and statements; may follow simple directions involving prepositions; may understand major facts and events in simple stories</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>understands short, simple oral statements on familiar topics; follows simple multi-step directions; requires frequent repetition and rephrasing</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>understands simple questions and statements; follows multi-step directions; understands major facts and events in simple stories</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>understands sentence-length statements and questions; understands main idea and some details from conversations and simple oral texts; is beginning to develop key vocabulary, interpret meaning, and understand some idioms</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>understands multi-part questions; follows development of main ideas in stories; comprehends and predicts outcome of stories using modals such as <i>may</i>, <i>might</i></li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>understands most school/social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms; is developing a wide range of vocabulary</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score E</li> <li>understands multi-part questions; follows development of main ideas and details in stories well enough to retell them</li> </ul> <p><i>Possibly also IPT Advanced – Test level score F</i></p>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>understands most grade-level speech, both social and academic; understands main ideas and relevant details at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary including idiomatic language</li> </ul>	<p><i>IPT I–Oral listening items do not correspond well with this description of the OTELA test content and proficiency levels</i></p>

<b>OTELA 3–5 Listening</b>	<b>IPT I–Oral Grades 3-5</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to understand short utterances</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A or B</li> <li>understands some simple questions and prompts, especially when supported by nonverbal cues; may understand short, simple questions and statements; may follow simple directions involving prepositions; may understand major facts and events in simple stories</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Understand simple statements, directions, and questions</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>understands simple questions and statements; follows multi-step directions; understands major facts and events in simple stories</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>Understand standard speech delivered in school and social settings</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>understands multi-part questions; follows development of main ideas in stories; comprehends and predicts outcome of stories using modals such as <i>may, might</i></li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Identify the main ideas and relevant details of discussions or presentations on a wide range of topics</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score E</li> <li>understands multi-part questions; follows development of main ideas and details in stories well enough to retell them</li> </ul> <p><i>Possibly also IPT Advanced – Test level score F</i></p>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics</li> </ul>	<p><i>IPT I–Oral listening items do not correspond well with this description of the OTELA test content and proficiency levels</i></p>

<b>OTELA 6–8 Listening</b>	<b><i>IPT II–Oral</i> Grades 6-8</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to understand short utterances</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score A</li> <li>understands short, simple questions and statements; may follow simple directions involving basic positions</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Understand simple statements, directions, and questions</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score B</li> <li>understands simple questions and statements; follows multi-step directions; understands descriptions of relative quantity</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>Understand standard speech delivered in school and social settings</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>understands multi-part questions; follows development of main ideas in stories; comprehends and predicts outcome; understands and expresses comparative concepts</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Identify the main ideas and relevant details of discussions or presentations on a wide range of topics</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>understands multi-part questions and complex statements and descriptions; understands implications of stories and evaluates appropriate courses of action</li> </ul> <p><i>Possibly also IPT Advanced – Test level scores E and F</i></p>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics</li> </ul>	<p><i>IPT II–Oral listening items do not correspond well with this description of the OTELA test content and proficiency levels</i></p>

<b>OTELA 9–12 Listening</b>	<b><i>IPT II–Oral</i> Grades 9-12</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to understand short utterances</li> </ul>	<p><b>Beginning – Non-English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level scores A and B</li> <li>understands short, simple questions and statements; may follow simple single- or multi-step directions; may understand descriptions of relative quantity</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Understand simple statements, directions, and questions</li> </ul>	<p><b>Early Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score C</li> <li>understands multi-part questions; follows development of main ideas in stories; comprehends and predicts outcome; understands and expresses comparative concepts</li> </ul>
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>Understand standard speech delivered in school and social settings</li> </ul>	<p><b>Intermediate – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score D</li> <li>understands multi-part questions and complex statements and descriptions; understands implications of stories and evaluates appropriate courses of action</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Identify the main ideas and relevant details of discussions or presentations on a wide range of topics</li> </ul>	<p><b>Early Advanced – Limited English Speaking</b></p> <ul style="list-style-type: none"> <li>Test level score E</li> <li>understands multi-part questions and complex statements and descriptions; understands story development and predicts logical conclusion; understands and explains meaning of prefixes and suffixes</li> </ul> <p><i>Possibly also IPT Advanced – Test level score F</i></p>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics</li> </ul>	<p><i>IPT II–Oral listening items do not correspond well with this description of the OTELA test content and proficiency levels</i></p>

## **OTELA Reading – IPT Early Literacy Reading Test (K-1), IPT 1, 2 & 3 Reading**

- The OTELA Reading observation instrument for grades K-2 is a 14-item inventory that an assessor completes while observing each student in a variety of settings (classroom, cafeteria, playground, other settings). Each behavior is rated on a scale of 0-3, and detailed guidelines guide the assessor in making the observations. The rating guidelines for kindergarten students define a lower range of expectation than those for Grades 1-2.
- The OTELA Reading Test for grades 3-12 is a group-administered test of approximately 30 minutes, consisting of 20 items. There are separate tests for grade spans 3-5, 6-8, and 9-12. The students are asked to read passages and answer various kinds of multiple-choice items related to them.
- The IPT Early Literacy Reading test is designed for grades K-1. It contains six tasks for kindergarteners and eight tasks for first graders evaluating a range of early reading skills from pattern and sign recognition to recognizing letters and reading words, sentences, and simple stories; kindergarteners are not tested on blends and digraphs or on extended stories.
- The IPT 1, 2, and 3 Reading tests consist of five tasks that assess a particular area of reading comprehension ranging from reading individual words through reading sentences to reading shorter and longer texts and tables or figures. Control of language use is also assessed. IPT 1 is designed for grades 2-3, IPT 2 for grades 4-6, and IPT 3 for grades 7-12.

OTELA K-2 Reading	IPT Early Literacy Reading Kindergarten
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>demonstrates an understanding of concepts of print (left to right, top to bottom) and can follow one-step directions depicted graphically</li> </ul>	<p><b>Pre-Reader</b></p> <ul style="list-style-type: none"> <li>identifies some printed symbols</li> <li>recognizes some uppercase and lowercase letters</li> <li>knows a few common graphical symbols</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>begins to identify the names of letters; begins to recognize the different functions of words; can follow multi-step directions depicted graphically</li> </ul>	
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>comprehends single words and simple text, as well as simple sentence structure and simple compounding; recognizes the different functions of words, and that words have multiple meanings</li> </ul>	<p><b>Beginning Reader</b></p> <ul style="list-style-type: none"> <li>identifies letters and printed symbols</li> <li>recognizes some high frequency words with embedded vowels</li> <li>reads and understands some simple sentences</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements; is beginning to read across text types and apply knowledge to other activities</li> </ul>	<p><b>Early Reader</b></p> <ul style="list-style-type: none"> <li>identifies letters and printed symbols</li> <li>recognizes most high frequency words with embedded vowels</li> <li>reads and understands most simple sentences</li> </ul>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>participates in reading activities with little support; reads across text types; has an increasing range of social and academic vocabulary; understands multiple word meanings</li> </ul>	

OTELA K-2 Reading	IPT Early Literacy Reading Grade 1
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>demonstrates an understanding of concepts of print (left to right, top to bottom) and can follow one-step directions depicted graphically</li> </ul>	<p><b>Pre-Reader</b></p> <ul style="list-style-type: none"> <li>identifies some printed symbols</li> <li>recognizes some uppercase and lowercase letters</li> <li>knows a few common graphical symbols</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>begins to identify the names of letters; begins to recognize the different functions of words; can follow multi-step directions depicted graphically</li> </ul>	
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>comprehends single words and simple text, as well as simple sentence structure and simple compounding; recognizes the different functions of words, and that words have multiple meanings</li> </ul>	<p><b>Beginning Reader</b></p> <ul style="list-style-type: none"> <li>identifies letters and printed symbols</li> <li>recognizes some high frequency words with embedded vowels</li> <li>knows some blends and digraphs</li> <li>reads and understands some simple sentences</li> <li>reads and understands some simple stories</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements; is beginning to read across text types and apply knowledge to other activities</li> </ul>	<p><b>Early Reader</b></p> <ul style="list-style-type: none"> <li>identifies letters and printed symbols</li> <li>recognizes most high frequency words with embedded vowels</li> <li>knows most blends and digraphs</li> <li>reads and understands most simple sentences</li> <li>reads and understands most simple stories</li> </ul>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>participates in reading activities with little support; reads across text types; has an increasing range of social and academic vocabulary; understands multiple word meanings</li> </ul>	

<b>OTELA K-2 Reading</b>	<b>IPT 1 Reading Grade 2</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>demonstrates an understanding of concepts of print (left to right, top to bottom) and can follow one-step directions depicted graphically</li> </ul>	<p><b>Beginning – Non-English Reader</b></p> <ul style="list-style-type: none"> <li>begins to understand sight words and simple sentences; can derive some basic meaning from printed sources when supported by pictures, graphics, or other contextual clues</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>begins to identify the names of letters; begins to recognize the different functions of words; can follow multi-step directions depicted graphically</li> </ul>	
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>comprehends single words and simple text, as well as simple sentence structure and simple compounding; recognizes the different functions of words, and that words have multiple meanings</li> </ul>	<p><b>Early Intermediate – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>comprehends and selects appropriate labels; can sometimes draw meaning from text in special formats such as tables of contents and calendars; may understand some ideas in extended text; partially uses context to assist in selecting a required key word for a sentence</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements; is beginning to read across text types and apply knowledge to other activities</li> </ul>	<p><b>Intermediate – Limited English Reader and Early Advanced – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>reads specially formatted text such as tables of contents and calendars and locates requested information; understands an increasing range of informational and literary text and partially interprets text correctly; can sometimes recognize cause and effect relationships and infer meanings</li> </ul>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>participates in reading activities with little support; reads across text types; has an increasing range of social and academic vocabulary; understands multiple word meanings</li> </ul>	<p><b>Advanced – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>draws meaning from text in special formats; understands the main idea and details in grade appropriate informational and literary texts; forms appropriate generalizations and draws inferences; understands figurative language</li> </ul>

<b>OTELA 3-12 Reading</b>	<b>IPT 1 Reading Grade 3</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to understand simple printed material</li> </ul>	<p><b>Beginning – Non-English Reader</b></p> <ul style="list-style-type: none"> <li>begins to understand sight words and simple sentences; can derive some basic meaning from printed sources when supported by pictures, graphics, or other contextual clues</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Understand the general message of basic reading passages</li> </ul>	
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Understand descriptive material within familiar contexts and some complex narratives</li> </ul>	<p><b>Early Intermediate – Limited English Reader and Intermediate – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>comprehends and selects appropriate labels; draws meaning from text in special formats such as tables of contents and calendars when supported by pictures; understands some ideas in extended text; partially uses context to assist in selecting a required key word for a sentence</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Understand the context of most text in academic areas with support</li> </ul>	<p><b>Early Advanced – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>reads specially formatted text such as tables of contents and calendars and locates requested information; understands an increasing range of informational and literary text and partially interprets text correctly; can sometimes recognize cause and effect relationships and infer meanings</li> </ul>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts</li> </ul>	<p><b>Advanced – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>draws meaning from text in special formats; understands the main idea and details in grade appropriate informational and literary texts; forms appropriate generalizations and draws inferences; understands figurative language</li> </ul>

<b>OTELA 3-12 Reading</b>	<b><u>IPT 2 Reading</u> Grades 4-6</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to understand simple printed material</li> </ul>	<p><b>Beginning – Non-English Reader</b></p> <ul style="list-style-type: none"> <li>begins to understand some sight words and simple sentences in printed sources when supported by pictures, graphics, or other contextual clues</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Understand the general message of basic reading passages</li> </ul>	<p><b>Early Intermediate – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>comprehends and selects appropriate labels; draws meaning from text in special formats such as graphs or tables of contents; understands some ideas in extended text; partially uses known words and text formatting to assist comprehension of text</li> </ul>
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Understand descriptive material within familiar contexts and some complex narratives</li> </ul>	<p><b>Intermediate – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>draws meaning from text in special formats such as graphs or tables of contents; sometimes understands, or partially understands, main ideas and details in informational and literary texts; can sometimes recognize implied meanings</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Understand the context of most text in academic areas with support</li> </ul>	<p><b>Early Advanced – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>reads specially formatted text such as tables of contents and calendars and locates requested information; understands an increasing range of informational and literary text and partially interprets text correctly; can sometimes recognize cause and effect relationships, infer meanings, analyze details, and make predictions</li> </ul>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts</li> </ul>	<p><b>Advanced – Competent English Reader</b></p> <ul style="list-style-type: none"> <li>understands the main idea and details in grade appropriate informational and literary texts; forms appropriate generalizations and draws inferences; understands figurative language</li> </ul>

<b>OTELA 3-12 Reading</b>	<b><i>IPT 3 Reading</i> Grades 7-12</b>
<p><b>Level 1 - Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to understand simple printed material</li> </ul>	<p><b>Beginning – Non-English Reader</b></p> <ul style="list-style-type: none"> <li>begins to understand some sight words and simple sentences in printed sources when supported by pictures, graphics, or other contextual clues</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Understand the general message of basic reading passages</li> </ul>	<p><b>Early Intermediate – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>comprehends and selects appropriate labels; draws meaning from text in special formats such as graphs or tables of contents; understands some ideas in extended text; partially uses known words and text formatting to assist comprehension of text</li> </ul>
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Understand descriptive material within familiar contexts and some complex narratives</li> </ul>	<p><b>Intermediate – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>draws meaning from text in special formats such as graphs or tables of contents; sometimes understands, or partially understands, main ideas and details in informational and literary texts; can sometimes recognize implied meanings</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Understand the context of most text in academic areas with support</li> </ul>	<p><b>Early Advanced – Limited English Reader</b></p> <ul style="list-style-type: none"> <li>reads specially formatted text such as tables of contents and calendars and locates requested information; understands an increasing range of grade appropriate informational and literary text and partially interprets text correctly; can sometimes recognize cause and effect relationships, infer meanings, analyze details, and make predictions</li> </ul>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts</li> </ul>	<p><b>Advanced – Competent English Reader</b></p> <ul style="list-style-type: none"> <li>understands the main idea and details in grade appropriate narrative, descriptive, and expository passages as well as literary and poetic text; forms appropriate generalizations and draws inferences; understands figurative language</li> </ul>

## **OTELA Writing – IPT Early Literacy Writing Test (K-1), IPT 1, 2 & 3 Writing**

- The OTELA Writing observation instrument for grades K-2 is a nine item inventory that an assessor completes while observing each student in a variety of settings (classroom, cafeteria, playground, other settings). Each behavior is rated on a scale of 0-3, and detailed guidelines guide the assessor in making the observations. The rating guidelines for kindergarten students define a lower range of expectation than those for grades 1-2.
- The OTELA Writing test for grades 3-12 is a group-administered test of approximately 40 minutes, consisting of nine multiple choice items and two prompts for grades 3-5 and 6-8 and three prompts for grades 9-12. The students apply their knowledge of grammar and conventions, evaluate graphic organizers, and write in response to a range of writing prompts.
- The IPT Early Literacy Writing test is designed for grades K-1. It contains three tasks for kindergarteners and four tasks for first graders evaluating a range of early writing skills including copying letters, words and sentences, writing a short descriptive account, and spelling sight words; kindergarteners are not tested on spelling sight words.
- The IPT 1, 2, and 3 Reading tests consist of three tasks that range from demonstrating control of writing conventions to productively writing narrative and descriptive texts on IPT 1 and IPT 2, and narrative and persuasive texts on IPT 3. IPT 1 is designed for grades 2-3, IPT 2 for grades 4-6, and IPT 3 for grades 7-12.

<b>OTELA K-2 Writing</b>	<b>IPT Early Literacy Writing (K-1)</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>achieves written communication only through drawing pictures; may be able to copy letters or words successfully; or may form letters from memory but is unable to transmit meaning</li> </ul>	<p><b>Pre-Writer</b></p> <ul style="list-style-type: none"> <li>writes in a language other than English, scribbles, or creates forms that approximate letters or letters that relate to words</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>achieves written communication through drawing pictures or dictating words; can revise or edit with teacher support; commits frequent mechanical errors</li> </ul>	
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>participates in writing activities with teacher support; writes simple and compound sentences; is beginning to write with phrases; uses transition words; can edit, usually with teacher support; most writing is descriptive, expository, procedural, or narrative</li> </ul>	<p><b>Beginning Writer</b></p> <ul style="list-style-type: none"> <li>writes somewhat intelligibly; uses words that, although misspelled, are recognizable; writes at least one sentence or phrase on a given topic; uses conventions minimally</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>participates in writing activities with minimal support; restructures known language in writing; writes mostly coherent, unified, and sequenced sentences; uses connective devices and a range of grammatical structures, with some errors; possesses a strong social vocabulary and a functional academic vocabulary; writes and edits all text types</li> </ul>	<p><b>Early Writer</b></p> <ul style="list-style-type: none"> <li>writes prose that is mostly intelligible; writes at least two sentences or phrases on a given topic; uses appropriate spacing; uses near standard or standard spelling; uses conventions appropriately</li> </ul>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>participates in writing activities with no teacher support; edits complex sentence structures with some errors; utilizes precise social and academic vocabulary</li> </ul>	

<b>OTELA K-2 Writing</b>	<b>IPT 1 Writing Grade 2</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>achieves written communication only through drawing pictures; may be able to copy letters or words successfully; or may form letters from memory but is unable to transmit meaning</li> </ul>	<p><b>Beginning – Non-English Writer</b></p> <ul style="list-style-type: none"> <li>begins to develop writing skills; may write mostly or fully in a language other than English; is unable to write correct declarative, interrogative, imperative, or exclamatory sentences in English</li> </ul>
<p><b>Level 2 – Beginning</b></p> <ul style="list-style-type: none"> <li>achieves written communication through drawing pictures or dictating words; can revise or edit with teacher support; commits frequent mechanical errors</li> </ul>	
<p><b>Level 3 – Intermediate</b></p> <ul style="list-style-type: none"> <li>participates in writing activities with teacher support; writes simple and compound sentences; is beginning to write with phrases; uses transition words; can edit, usually with teacher support; most writing is descriptive, expository, procedural, or narrative</li> </ul>	<p><b>Early Intermediate, Intermediate, and Early Advanced – Limited English Writer</b></p> <ul style="list-style-type: none"> <li>writes somewhat or mostly understandable text; addresses the topic in general; uses complete sentences; presents a partially logical sequence of events; demonstrates some ability to write with a focus</li> </ul>
<p><b>Level 4 – Advanced</b></p> <ul style="list-style-type: none"> <li>participates in writing activities with minimal support; restructures known language in writing; writes mostly coherent, unified, and sequenced sentences; uses connective devices and a range of grammatical structures, with some errors; possesses a strong social vocabulary and a functional academic vocabulary; writes and edits all text types</li> </ul>	<p><b>Advanced – Competent English Writer</b></p> <ul style="list-style-type: none"> <li>writes understandable, well-organized text; addresses topic completely; demonstrates ability to write with a focus</li> </ul>
<p><b>Level 5 – Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>participates in writing activities with no teacher support; edits complex sentence structures with some errors; utilizes precise social and academic vocabulary</li> </ul>	

<b>OTELA 3-12 Writing</b>	<b>IPT 1 Writing Grade 3</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to develop communicative writing skills</li> </ul>	<p><b>Beginning – Non-English Writer</b></p> <ul style="list-style-type: none"> <li>begins to develop writing skills; may write mostly or fully in a language other than English; is unable to write correct declarative, interrogative, imperative, or exclamatory sentences in English</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Compose short informative passages on familiar topics</li> </ul>	<p><b>Early Intermediate, Intermediate, and Early Advanced – Limited English Writer</b></p> <ul style="list-style-type: none"> <li>writes somewhat or mostly understandable text; addresses the topic in general; uses complete sentences; presents a partially logical sequence of events; demonstrates some ability to write with a focus</li> </ul>
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Write simple texts and short reports</li> </ul>	<p><b>Advanced – Competent English Writer</b></p> <ul style="list-style-type: none"> <li>writes understandable, well-organized simple narratives and descriptions; addresses topic completely; demonstrates ability to write with a focus</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors</li> </ul>	<p><i>Multi-paragraph texts not required</i></p>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions</li> </ul>	

<b>OTELA 3-12 Writing</b>	<b><u>IPT 2 Writing</u> Grades 4-6</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to develop communicative writing skills</li> </ul>	<p><b>Beginning – Non-English Writer</b></p> <ul style="list-style-type: none"> <li>begins to develop writing skills; may write mostly or fully in a language other than English; is unable to write correct declarative, interrogative, imperative, or exclamatory sentences in English</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Compose short informative passages on familiar topics</li> </ul>	<p><b>Early Intermediate, Intermediate, and Early Advanced – Limited English Writer</b></p> <ul style="list-style-type: none"> <li>writes somewhat or mostly understandable text when describing a simple sequence of events or narrating a more extended story; addresses the topic in general; uses complete sentences; sometimes uses correct syntax, including subject-verb agreement; demonstrates some ability to write with a focus</li> </ul>
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Write simple texts and short reports</li> </ul>	<p><b>Advanced – Competent English Writer</b></p> <ul style="list-style-type: none"> <li>writes understandable, well-organized text when describing a sequence of events or narrating an extended story; addresses topic completely; demonstrates ability to write with a focus</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors</li> </ul>	<p><i>Multi-paragraph texts not required</i></p>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions</li> </ul>	

<b>OTELA 3-12 Writing</b>	<b><u>IPT 2 Writing</u> Grades 4-6</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to develop communicative writing skills</li> </ul>	<p><b>Beginning – Non-English Writer</b></p> <ul style="list-style-type: none"> <li>begins to develop writing skills; may write mostly or fully in a language other than English; is unable to write correct declarative, interrogative, imperative, or exclamatory sentences in English</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Compose short informative passages on familiar topics</li> </ul>	<p><b>Early Intermediate, Intermediate, and Early Advanced – Limited English Writer</b></p> <ul style="list-style-type: none"> <li>writes somewhat or mostly understandable text when describing a simple sequence of events or narrating a more extended story; addresses the topic in general; uses complete sentences; sometimes uses correct syntax, including subject-verb agreement; demonstrates some ability to write with a focus</li> </ul>
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Write simple texts and short reports</li> </ul>	<p><b>Advanced – Competent English Writer</b></p> <ul style="list-style-type: none"> <li>writes understandable, well-organized text when describing a sequence of events or narrating an extended story; addresses topic completely; demonstrates ability to write with a focus</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors</li> </ul>	<p><i>Multi-paragraph texts not required</i></p>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions</li> </ul>	

<b>OTELA 3-12 Writing</b>	<b><i>IPT 3 Writing</i> Grades 7-12</b>
<p><b>Level 1 – Pre-functional</b></p> <ul style="list-style-type: none"> <li>Beginning to develop communicative writing skills</li> </ul>	<p><b>Beginning – Non-English Writer</b></p> <ul style="list-style-type: none"> <li>begins to develop writing skills; may write mostly or fully in a language other than English; is unable to write correct declarative, interrogative, imperative, or exclamatory sentences in English</li> </ul>
<p><b>Level 2 - Beginning</b></p> <ul style="list-style-type: none"> <li>Compose short informative passages on familiar topics</li> </ul>	<p><b>Early Intermediate and Intermediate – Limited English Writer</b></p> <ul style="list-style-type: none"> <li>writes somewhat or mostly understandable text on a range of tasks from narrating a simple sequence of events to presenting a persuasive argument or justifying a position; addresses the topic in general; uses complete sentences; sometimes uses correct syntax, including subject-verb agreement; demonstrates some ability to write with a focus</li> </ul>
<p><b>Level 3 - Intermediate</b></p> <ul style="list-style-type: none"> <li>Write simple texts and short reports</li> </ul>	<p><b>Early Advanced – Limited English Writer</b></p> <ul style="list-style-type: none"> <li>writes mostly understandable text on a range of tasks from narrating a simple sequence of events to reflective writing presenting a persuasive argument or justifying a position; demonstrates some ability to convey a point of view and include relevant examples or compare/contrast elements; uses complete sentences; demonstrates some ability to create coherent paragraphs that include transition words to connect ideas</li> </ul>
<p><b>Level 4 - Advanced</b></p> <ul style="list-style-type: none"> <li>Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors</li> </ul>	<p><b>Advanced – Competent English Writer</b></p> <ul style="list-style-type: none"> <li>writes understandable, well-organized text on a range of complex tasks including reflective writing presenting a persuasive argument or justifying a position; conveys a point of view effectively; demonstrates ability to use rhetorical devices such as appeals to logic; creates coherent paragraphs that include effective transition words to connect ideas</li> </ul>
<p><b>Level 5 - Full English Proficiency</b></p> <ul style="list-style-type: none"> <li>Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions</li> </ul>	