

Alignment between

California ELD Standards

and the

IPT Family of Tests

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INTRODUCTION

This document presents a judgment-based alignment between the California English Language Development Standards (CA ELD) and the IPT Family of Tests. The tables follow the same organization as the CA ELD Standards, with summaries presented in the body of the document and the grade-specific alignments in the appendixes.

The California ELD Standards

The CA ELD Standards define English language use for classroom learning. The standards are divided into three parts:

- Part I. Interacting in Meaningful Ways
- Part II. Learning About How English Works
- Part III. Using Foundational Literacy Skills

Parts I and II of the standards provide grade-specific tables of descriptors at three proficiency levels across grades K-12. These tables form the core of this alignment. Part III defines the nature of foundational literacy skills and suggests instructional dimensions of support for literacy development. The categories align to California's English Language Arts Reading Foundational Skills.

The CA ELD Standards Strands

Part I of the standards, **Interacting in Meaningful Ways**, is divided into 12 strands within three modes of communication:

- **A. Collaborative** (engagement in dialogue with others)
 - 1. Exchanging information and ideas via oral communication and conversations
 - 2. Interacting via written English (print and multimedia)
 - 3. Offering opinions and negotiating with or persuading others
 - 4. Adapting language choices to various contexts
- **B.** Interpretive (comprehension and analysis of written and spoken texts)
 - 5. Listening actively and asking or answering questions about what was heard
 - 6. Reading closely and explaining interpretations and ideas from reading
 - 7. Evaluating how well writers and speakers use language to present or support ideas
 - 8. Analyzing how writers use vocabulary and other language resources
- C. Productive (creation of oral presentations and written texts)
 - 9. Expressing information and ideas in oral presentations
 - 10. Composing/writing literary and informational texts
 - 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 - 12. Selecting and applying varied and precise vocabulary and other language resources

Part II of the standards, **Learning About How English Works**, is divided into 7 strands within three language processes:

A. Structuring Cohesive Texts

- 1. Understanding text structure and organization based on purpose, text type, and discipline
- 2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows



B. Expanding and Enriching Ideas

- 3. Using verbs and verb phrases to create precision and clarity in different text types
- 4. Using nouns and noun phrases to expand ideas and provide more detail
- 5. Modifying to add details to provide more information and create precision

C. Connecting and Condensing Ideas

- 6. Connecting ideas within sentences by combining clauses
- 7. Condensing ideas within sentences using a variety of language resources

Part III, Using Foundational Literacy Skills, provides "considerations for instruction in foundational literacy at each grade level (K–5) and the grade span 6–12." The definitions are instructionally-oriented and not highly detailed. The recommendations mostly focus on analyzing similarities and differences between the student's native language and English for each foundational literacy skill. There are no descriptors for California's three proficiency levels. The concepts are organized according to the California English Language Arts standards for Reading Foundational Skills:

- Print concepts: Demonstrate understanding of the organization and basic features of print
- Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Phonics and word recognition: Know and apply grade-level phonics and word analysis skills in decoding words
- Fluency: Read with sufficient accuracy and fluency to support comprehension

Proficiency Levels

The CA ELD Proficiency Level Descriptors (PLDs) have three levels: Emerging, Expanding, and Bridging. The descriptor-by-descriptor alignment judgments in this alignment study are made to the grade-specific definitions of these levels for CA ELD Standards Parts I and II. The general definitions of these levels are:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The IPT Family of Tests

The IPT Family of Tests consists of Oral, Reading, and Writing tests. The Oral tests are guided by an examiner and administered individually. The examiner can use a paper-based or online booklet to guide test administration, and the tests can be administered in person or remotely. The Reading tests consist of selected response items that can be administered on paper or online, in-person or remotely.



The Writing tests are composed of both selected response and productive writing response items, which can be administered on paper or remotely. The exception to this is the Early Literacy Test, which is only offered on paper due to the nature of the early literacy skills being evaluated, and which is therefore more challenging to administer remotely.

The IPT I and IPT II Oral Tests are individually administered, structured oral interviews where the examiner asks the student questions and delivers prompts. Some items are based on pictures while others are based on interaction between the examiner and the student. The items are grouped into levels of increasing difficulty with stopping rules between the levels. The examiner can use a paper-based or online booklet to rate student responses. The IPT I covers grades K-6 while the IPT II covers grades 6-12. The overlap at 6th grade is intended to support both K-6 elementary schools and 6-8 middle schools.

The IPT Early Literacy Test consists of a Reading test and a Writing test that evaluate early literacy skills. Because of the nature of the skills assessed in the test, which include forming legible letters and handwriting, the test is offered only on paper, not online. The test covers grades K-1, with a wider range of literacy skills tested in grade 1 than in grade K.

The IPT 1, 2, and 3 Reading Tests are selected-response tests that evaluate vocabulary, grammar, and comprehension of literary and informational text. Text length ranges from single words to multiparagraph texts, and complexity ranges from very simple to grade appropriate. IPT 1 is for Grades 2-3, IPT 2 for grades 4-6, and IPT 3 for grades 7-12. The tests are available on paper or online.

The IPT 1, 2, and 3 Writing Tests consist of one selected-response part that evaluates writing conventions, and three productive writing tasks that evaluate narrative, expository, and persuasive writing depending on grade span. The grade spans correspond to those of the Reading tests, and the tests are available on paper or online, including a blend of online and paper if examiners choose to print writing booklets for handwriting rather than ask students to type their responses online.

The scores from all IPT tests are expressed in two ways: as a designation of Non, Limited, or Fluent / Competent, and as one of five IPT English proficiency levels of Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Most IPT users consider the Advanced level, which corresponds to the Fluent / Competent designation, as the criterion for a student not to be designated as an English learner, although it is possible to use other rules for classification or to conduct a standard setting study with the IPT team to set a different requirement.

Alignment

Alignment between standards and assessments indicates the degree to which the standards and an assessment agree in their definition of important skills – the skills to be learned and assessed (Webb, 2007; Martone & Sireci, 2009). Alignment evaluation has become increasingly important with the rise of standards-based education. It is evaluated because it supports the coherence and quality of an educational system, as well as forming a key validity argument for using assessments in particular educational contexts.



While several methodologies have been proposed for alignment with differences in implementation details, they all aim to evaluate the breadth and depth of match between two elements – standards, instructional materials, and/or assessments. Breadth evaluations focus on whether or to what extent the same areas of skills are evaluated in an assessment as are defined in the standards (coverage), and whether the same order of importance or emphasis that is included in the standards is replicated in the assessment (balance). Depth evaluations assess whether the same knowledge complexity and depth is covered in the assessment as the definition of standards (depth of knowledge). The most prominent alignment models were developed for the content areas of English Language Arts and Mathematics. To adapt the judgments to English Language Development (ELD), Gary Cook (2005) proposed to replace the concept of depth of knowledge with an evaluation of equivalence in terms of linguistic difficulty and complexity. This adaptation of the depth of knowledge evaluation is adopted in the current study.

The alignment judgments in this study were made by an internal team at Ballard & Tighe. The raters were trained and then did a practice round by evaluating the Grade K standards alignment together. Then after making independent judgments on the other grades, the raters discussed and agreed on the final judgments. The most granular judgments were made between each CA ELD descriptor at each of the three proficiency levels and the IPT Oral, Reading, and Writing test items relevant for each grade level. The judgments were made on a scale of 0-1-2 as follows:

- 2 = Yes the breadth and depth of this standard is assessed in the IPT
- 1 = Partial this standard is covered in the IPT, but there are limitations in the breadth or depth of skills assessed; the limitation is described
- 0 = No this standard is not covered in the assessment

The alignment of an assessment to a broad set of learning standards can never be complete simply because of the limitations of the extent of the assessment: it is typically short and involves sampling skills in a test setting where, typically, tasks and communication purposes as well as time are limited. Alignment judgments are nevertheless helpful, because they indicate the elements of standards that are prioritized in the assessment. For educators, this can guide the selection of tests for specific purposes so that an appropriate array of assessments is used for evaluating different aspects and stages of student learning.

OVERALL SUMMARY OF ALIGNMENT RESULTS

This section of the report provides a summary of the alignment results in six tables. Each table is presented with a discussion of the results. Appendixes A–K contain the tables of grade-specific alignments for Parts I and II of the CA ELD standards, which are the main source of the summaries in this section. The appendix tables include brief descriptions of the limitations when alignment is evaluated as "Partial." The alignment results are expressed on a scale of Yes/Partial/No. To create summaries, these judgments were quantified by translating each Yes evaluation to 2, each Partial evaluation to 1, and each No evaluation to 0.

The overall alignment results to Parts I and II of the CA ELD Standards are shown in Table 1. The judgments are summarized across grades, across Oral, Reading, and Writing skills, across California's



three proficiency levels, and across any sub-divisions that exist for a standard (such as I.A.6a, I.A.6b, I.A.6c). The maximum alignment score was calculated as the value 2 for each of the three skills and proficiency levels that applied for a standard. For example, standard I.A.1, *Exchanging information and ideas via oral communication and conversations*, applies only to oral skills, and there is only one strand within this standard at all grade levels. Across 12 possible standard evaluations, the maximum was 24 points at each of three proficiency levels, which equals a 72-maximum score. Out of this maximum, the IPT alignment score was 48, or 67%. To convert the percentage matches into Yes, Partial, and No, a percentage scale was created by dividing the total possible of 100% into thirds, resulting in 66-100% being equal to a Yes, 34-65% being equal to Partial alignment, and 0-33% being equal to No. This means that for standard 1, the overall judgment of 67% falls into the Yes category.

Table 1: Overall Summary of CA ELD Part I and Part II Alignment	
Part I: Interacting in Meaningful Ways	
A. Collaborative (engagement in dialogue with others)	
1. Exchanging information and ideas via oral communication and conversations	Yes
2. Interacting via written English (print and multimedia)	Partial
3. Offering opinions and negotiating with or persuading others	Partial
4. Adapting language choices to various contexts	No
B. Interpretive (comprehension and analysis of written and spoken texts)	
5. Listening actively and asking or answering questions about what was heard	Yes
6. Reading closely and explaining interpretations and ideas from reading	Partial
7. Evaluating how well writers and speakers use language to present or support ideas	No
8. Analyzing how writers use vocabulary and other language resources	No
C. Productive (creation of oral presentations and written texts)	
9. Expressing information and ideas in oral presentations	Partial
10. Composing/writing literary and informational texts	Yes
11. Supporting opinions or justifying arguments and evaluating others' opinions or	Partial
arguments	
12. Selecting and applying varied and precise vocabulary and other language resources	Yes
Part II: Learning About How English Works	
A. Structuring Cohesive Texts	
1. Understanding text structure and organization based on purpose, text type, and discipline	Yes
2. Understanding cohesion and how language resources across a text contribute to the way	Yes
a text unfolds and flows	
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases to create precision and clarity in different text types	Yes
4. Using nouns and noun phrases to expand ideas and provide more detail	Yes
5. Modifying to add details to provide more information and create precision	Yes
C. Connecting and Condensing Ideas	
6. Connecting ideas within sentences by combining clauses	Yes
7. Condensing ideas within sentences using a variety of language resources	Partial

The Yes judgments in Table 1 show that the IPT aligns particularly well with the language-oriented standards of Part II. The only standard in Part II where alignment is judged to be partial across grades is standard II.C.7. This standard focuses on condensing ideas within sentences. While the rating of



students' responses on the IPT Oral and Writing tasks rewards students when they show evidence of this skill in their oral and written responses, the open questions do not demand that students show evidence of their skills in condensing ideas. There are only a small number of items where these skills are explicitly elicited in the test, and they do not appear at all grade levels. The alignment is judged to be partial because we cannot guarantee that every student is *required* to show evidence of control of this skill as part of their test performance. They have the opportunity, but the tasks do not necessarily require it.

The Partial judgments for Part I of the CA ELD Standards are mostly the result of differences in scope or breadth. The California ELD Standards Part I focus on interaction, and the nature of interaction on the IPT tests is limited in that the student only interacts with one person, the examiner, in a structured interaction of limited length for the purpose of an assessment rather than exchanges with peers in a classroom setting. Regarding the interpretive standards of Part I, the students' ability to interpret and explain interpretations is evaluated through selected-response questions, thus covering only some of the scope of the CA ELD standards descriptors.

The No judgments indicate two mismatches of scope between the CA ELD standards and the IPT. The first is that, whereas standard I.A.4 focuses on students' ability to adjust language choices to a range of contexts and audiences, the IPT only implements one context, the test, and one type of audience, the examiner or evaluator. This is a common conflict between instruction and assessment. The other mismatch is that the IPT does not evaluate students' ability to evaluate how successfully *other* writers and speakers structure texts and use language. The IPT tasks require students to show their *own* skills in structuring and using language, but they do not extend to evaluating other speakers' or writers' skills.

As indicated above, Part III of the CA ELD Standards defines foundational literacy skills to support EL instruction. There are no proficiency level descriptors for these standards, and the conceptual dimensions identified in the definitions follow the English Language Arts division of foundational literacy skills. The summary of the alignment between the IPT and the CA ELD Part III is presented in Table 2.

Table 2: Overall Summary of CA ELD Part III Alignment									
	Grades K-1	Grades 2-12							
Print concepts	Yes	No							
Phonological awareness	Yes	No							
Phonics and word recognition	Yes	Yes							
Fluency	No	No							

The IPT evaluates foundational literacy skills comprehensively in the Reading and Writing components of the Early Literacy Test, and word recognition skills for words in isolation and within sentence and paragraph context in the IPT Reading tests across grades 2-12. Accordingly, the IPT aligns well with three quarters of the CA ELD Part III standards elements at grades K-1, and one quarter of the standards elements at grades 2-12. No IPT tests evaluate reading fluency through read-aloud tasks, which are the focus of the fourth element in the CA ELD Standards Part III. The theory of EL literacy development seems to suggest that any additional difficulties that ELs may face in developing literacy in English are likely to be caused by differences between the learners' L1 and English. The CA ELD standards ask teachers to take this into account in their instruction. That is probably the most practical solution for addressing the specific needs of students in literacy development, because it is difficult to see how a



standardized test could provide pertinent and useful feedback about the differences between English and all the different languages in the world that students may already know.

ALIGNMENT OF ORAL, READING, AND WRITING SKILLS

The CA ELD Standards descriptors define students' language use in terms of their oral, reading, and writing skills. The IPT is divided into tests along these same conceptual lines. Tables 3-5 provide summaries of the alignment judgments for Oral, Reading, and Writing skills. The results are detailed for the three proficiency levels of Emerging, Expanding, and Bridging using the 0-2 scale explained above. An X indicates that there are no standard descriptors for a particular grade level.

Table	3: Alignment between Oral Skil	ls Standards	and	the l	IPT C	ral T	ests							
			K	1	2	3	4	5	6	6	7	8	9-10	11-12
					IPT I	Oral	Tes				IPT	II Or	al Tes	
Part I:	Interacting in Meaningful Ways	s, A. Collabo	rative	e Mo	de									
1	Exchanging information and	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
•	ideas via oral communication	Expanding	1	1	1	1	1	1	1	1	1	1	1	1
	and conversations	Bridging	1	1	1	1	1	1	1	1	1	1	1	1
3	Offering opinions and	Emerging	1	1	1	1	1	1	1	1	1	1	1	1
	negotiating with or persuading	Expanding	1	1	1	1	1	1	1	1	1	1	1	1
	others	Bridging	1	1	1	1	1	1	1	1	1	1	1	1
4	Adapting language choices to	Emerging	Χ	Χ	0	0	0	0	0	0	0	0	0	0
	various contexts	Expanding	Χ	Χ	0	0	0	0	0	0	0	0	0	0
		Bridging	Χ	Χ	0	0	0	0	0	0	0	0	0	0
Part I:	Interacting in Meaningful Ways	s, B. Interpre	tive I	Mode	,									
5	Listening actively and asking or	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
	answering questions about	Expanding	2	2	2	2	2	2	2	2	2	2	2	2
	what was heard	Bridging	2	2	2	2	2	2	2	2	2	2	2	2
7	Evaluating how well writers and		0	0	0	0	0	0	0	0	0	0	0	0
	speakers use language to	Expanding	0	0	0	0	0	0	0	0	0	0	0	0
	present or support ideas	Bridging	0	0	0	0	0	0	0	0	0	0	0	0
Part I:	Interacting in Meaningful Ways	, C. Product	ive N	lode										
9	Expressing information and	Emerging	2	2	2	2	2	2	2	2	1	1	1	1
	ideas in oral presentations	Expanding	2	2	2	1	1	1	1	1	1	1	1	1
	·	Bridging	1	1	1	1	1	1	1	1	1	1	1	1
11 /	Supporting opinions or	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
11a	justifying arguments and	Expanding	2	2	2	1	1	1	1	1	1	1	1	1
	evaluating others' opinions or	Bridging	2	2	2	1	1	1	1	1	1	1	1	1
40./	arguments	-												
12 /		Emerging	2	2	2	2	2	2	2	2	2	2	2	2
12a	Selecting and applying varied	Expanding	2	2	2	2	2	2	2	2	2	2	2	2
12b	and precise vocabulary and	Bridging	1	1	1	2	2	2	2	2	2	2	2	2
IZD	other language resources	Emerging	1	1	1	2	2	2	2	2	2	2	2	2
		Expanding	1	1	1	2	2	2	2	2	2	2	2	2
D- : 1 !!	I comitte About II - For II -	Bridging	•						_	2		2		
	: Learning About How English \		<u> </u>											
3	Using verbs and verb phrases	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
	to create precision and clarity in		2	2	2	2	2	2	2	2	2	2	2	2
	different text types	Bridging	2	2	2	2	2	2	2	2	2	2	2	2



4	Using nouns and noun phrases	Emerging	2	2	2	Х	Χ	Х	Χ	Χ	Х	Χ	Χ	Х
	to expand ideas and provide	Expanding	2	2	2	Χ	Χ	Χ	Χ	Χ	Χ	Χ	Χ	X
	more detail	Bridging	2	2	2	Х	Χ	Χ	Χ	Χ	Χ	Χ	Х	Χ
5	Modifying to add details to	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
	provide more information and	Expanding	2	2	2	2	2	2	2	2	2	2	2	2
	create precision	Bridging	2	2	2	2	2	2	2	2	2	2	2	2
Part II:	: Learning About How English	Works, C: Co	nnec	ting	and	Con	dens	ing l	deas					
6	Connecting ideas within	Emerging	2	2	2	2	2	2	2	2	2	2	2	2
	sentences by combining	Expanding	2	2	2	2	2	2	2	2	2	2	2	2
	clauses	Bridging	2	2	2	2	2	2	2	2	2	2	2	2
7	Condensing ideas within	Emerging	Χ	1	1	1	1	1	1	2	2	2	2	2
	sentences using a variety of	Expanding	Χ	1	1	1	1	1	1	2	2	2	2	2
	language resources	Bridging	Χ	1	1	1	1	1	1	2	2	2	2	2

Table 3 shows the alignments for Oral skills. There are two IPT tests that are relevant for this evaluation: The IPT I Oral Test for grades K-6, and the IPT II Oral Test for grades 6-12. The alignment results in Table 3 indicate the mismatch discussed above between the IPT and standards for adapting language choices to various contexts and evaluating how well other writers and speakers use language, which are Part I standards 4 and 7. Apart from that, the IPT Oral Tests align with the CA ELD standards well.

The balance of alignment in terms of California's ELD proficiency levels and the IPT Oral tests is reasonably good, as indicated by the large number of cases where the evaluations are the same across the three proficiency levels. There are three exceptions to this. Part I Standard 1 and Part I Standard 11 afford a full match at the Emerging level, but a partial match at the Expanding and Bridging levels. This is because the Expanding and Bridging standards describe interaction with a range of different partners and extended communication, whereas the interaction on the IPT Oral test is with the examiner only, and is composed of relatively short speaking turns. The alignment of Part I Standard 9 shows that the skills of giving oral presentations are only partially covered on the IPT Oral tests at higher grades and proficiency levels. This is because the standards define extended oral presentations, whereas the student responses on the IPT Oral tests are limited in length.



Table 4	: Alignment between CA ELD Re	eading Stand	dards	and	the	IPT I	Read	ing 1	ests				
			K	1	2	3	4	5	6	7	8	9-10	11-12
			E.L	it R	IPT	1R	H	PT 2	R		PT 3	Read	ing
Part I:	Interacting in Meaningful Way	oreti	ve N	lode)								
6 / 6a		Emerging	1	1	1	1	1	1	1	1	1	1	1
		Expanding	1	1	1	1	1	1	1	1	1	1	1
		Bridging	1	1	1	1	1	1	1	1	1	1	1
6b	Reading closely and explaining	Emerging	Χ	Х	Χ	Х	1	1	1	1	1	1	1
	interpretations and ideas from	Expanding	Χ	Х	Χ	Х	1	1	1	1	1	1	1
	reading	Bridging	Χ	Х	Χ	Х	1	1	1	1	1	1	1
6c		Emerging	Χ	Х	Χ	Χ	1	1	1	1	1	1	1
		Expanding	Х	Χ	Χ	Х	1	1	1	1	1	1	1
		Bridging	Χ	Х	Χ	Χ	1	1	1	1	1	1	1
7	Evaluating how well writers and	Emerging	0	0	0	0	0	0	0	0	0	0	0
	speakers use language to	Expanding	0	0	0	0	0	0	0	0	0	0	0
	present or support ideas	Bridging	0	0	0	0	0	0	0	0	0	0	0
8	Analyzing how writers use	Emerging	0	0	0	0	0	0	0	0	0	0	0
	vocabulary and other language	Expanding	0	0	0	0	0	0	0	0	0	0	0
	resources	Bridging	0	0	0	0	0	0	0	0	0	0	0
Part II:	Learning About How English	n Works, A:	Stru	ıctu	ring	Coh	esiv	е Те	xts				
1	Understanding text structure and	Emerging	1	1	1	1	1	1	1	1	1	1	1
	organization based on purpose,	Expanding	1	1	1	1	1	1	1	1	1	1	1
	text type, and discipline	Bridging	1	1	1	1	1	1	1	1	1	1	1
2	Understanding cohesion and	Emerging	1	1	1	1	1	1	1	1	1	1	1
	how language resources across	Expanding	1	1	1	1	1	1	1	1	1	1	1
	a text contribute to the way a text unfolds and flows	Bridging	1	1	1	1	1	1	1	1	1	1	1

Table 4 shows the alignments for Reading skills. There are four IPT tests that are relevant for this evaluation: the Early Literacy Reading for grades K-1, the IPT 1 Reading test for grades 2-3, the IPT 2 Reading test for grades 4-6, and the IPT 3 Reading Test for grades 7-12. The alignment results overall indicate a partial match, and also point out the lack of match between the IPT and the CA ELD standards for evaluating how well other writers and speakers use language and vocabulary, which are Part I standards 7 and 8. The reason for the "Partial" rather than "Yes" alignment judgments for the reading standards is that the IPT Reading Tests consist entirely of selected-response questions, so students are not expected to explain their understanding in their own words.

The alignment judgments in Table 4 are the same for all proficiency levels. This indicates good balance in proficiency level coverage between the CA ELD Standards and the IPT Reading tests.



Table 5	5: Alignment between CA ELD \	Writing Stan	dard	s and	d the	IPT '	Writi	ng T	ests				
			K	1	2	3	4	5	6	7	8	9-10	11-12
			E.L	it W	IPT	1 W	IF	PT 2	W		IPT (3 Writir	ng
Part I:	Interacting in Meaningful W	ays, A. Col	labo	rativ	е Мо	ode							
2	Interacting via written English	Emerging	1	1	1	1	1	1	1	1	1	1	1
	(print and multimedia)	Expanding	1	1	1	1	1	1	1	1	1	1	1
	,	Bridging	1	1	1	1	1	1	1	1	1	1	1
4	Adapting language choices to	Emerging	Χ	Χ	0	0	0	0	0	0	0	0	0
	various contexts	Expanding	Χ	Χ	0	0	0	0	0	0	0	0	0
		Bridging	Χ	Х	0	0	0	0	0	0	0	0	0
Part I:	Interacting in Meaningful W	ays, C. Pro	duct	ive	Mod	е							
10 /		Emerging	2	2	2	2	2	2	2	2	2	2	2
10a		Expanding	2	2	2	2	1	1	1	1	1	1	1
	Writing literary and	Bridging	2	2	2	1	1	1	1	1	1	1	1
10b	informational texts	Emerging	Χ	Х	Χ	0	2	2	2	2	2	2	2
		Expanding	Χ	Х	Χ	0	1	1	1	1	1	1	1
		Bridging	Х	Х	Х	0	1	1	1	1	1	1	1
11 /		Emerging	0	0	0	0	0	0	0	0	0	0	0
11a	Supporting opinions or	Expanding	0	0	0	0	0	0	0	0	0	0	0
	justifying arguments and	Bridging	0	0	0	0	0	0	0	0	0	0	0
11b	evaluating others' opinions or	Emerging	Χ	Х	Χ	Χ	2	2	2	2	2	2	2
	arguments	Expanding	Χ	Х	Χ	Χ	1	1	1	1	1	1	1
		Bridging	Χ	Х	Χ	Χ	1	1	1	1	1	1	1
12 /		Emerging	2	2	2	2	2	2	2	2	2	2	2
12a		Expanding	2	2	2	2	2	2	2	2	2	2	2
	Selecting and applying varied	Bridging	2	2	2	2	2	2	2	2	2	2	2
12b	and precise vocabulary and	Emerging	1	1	1	2	2	2	2	2	2	2	2
	other language resources	Expanding	1	1	1	2	2	2	2	2	2	2	2
		Bridging	1	1	1	2	2	2	2	2	2	2	2
Part II:	Learning About How Englis	sh Works, A	۱: St	ruct	uring	q Co	hesi	ve T	exts	;			
1	Understanding text structure	Emerging	2	2	2	2	2	2	2	2	2	2	2
	and organization based on	Expanding	2	2	2	2	2	2	2	2	2	2	2
	purpose, text type, and discipline	Bridging	2	2	2	2	2	2	2	2	2	2	2
2	Understanding cohesion and	Emerging	2	2	2	2	2	2	2	2	2	2	2
	how language resources	Expanding	2	2	2	2	2	2	2	2	2	2	2
	across a text contribute to the	Bridging	2	2	2	2	2	2	2	2	2	2	2
	way a text unfolds and flows				2					2			
Part II:	: Learning About How Englis	sh Works, E	3: Ex	pan	ding	and	l En	richi	ng l	deas	;		
3	Using verbs and verb phrases	Emerging	2	2	2	2	2	2	2	2	2	2	2
	to create precision and clarity in	Expanding	2	2	2	2	2	2	2	2	2	2	2
	different text types	Bridging	2	2	2	2	2	2	2	2	2	2	2
4	Using nouns and noun phrases	Emerging	1	1	1	Χ	Χ	Χ	Χ	Χ	Χ	Χ	Χ
	to expand ideas and provide	Expanding	1	1	1	Χ	Χ	Χ	Χ	Χ	Χ	Χ	Χ
	more detail	Bridging	1	1	1	Χ	Χ	Χ	Χ	Χ	Χ	Χ	Χ
5	Modifying to add details to	Emerging	1	1	1	1	1	1	1	1	1	1	1
	provide more information and	Expanding	1	1	1	1	1	1	1	1	1	1	1
	create precision	Bridging	1	1	1	1	1	1	1	1	1	1	1
Part II:	Learning About How Englis		C: Co	nne	ctin	g an	d Co	onde	nsin	ıg ld	eas		
6	Connecting ideas within	Emerging	1	1	1	1	1	1	1	1	1	1	1
	sentences by combining	Expanding	1	1	1	1	1	1	1	1	1	1	1
	clauses	Bridging	1	1	1	1	1	1	1	1	1	1	1



7	Condensing ideas within	Emerging	Χ	1	1	1	1	1	1	1	1	1	1
	sentences using a variety of	Expanding	Χ	1	1	1	1	1	1	1	1	1	1
	language resources	Bridging	Χ	1	1	1	1	1	1	1	1	1	1

Table 5 shows the alignment for Writing skills. There are four IPT tests that are relevant for this evaluation: the Early Literacy Writing test for grades K-1, the IPT 1 Writing test for grades 2-3, the IPT 2 Writing test for grades 4-6, and the IPT 3 Writing Test for grades 7-12. The alignment results in Table 5 indicate the mismatch, as discussed in relation to Table 1, between the IPT and standards for adapting language choices to various contexts (Part I Standard 4), as the test samples just one context, writing to the evaluator. The results also show that while the IPT Writing tests offer partial coverage of supporting opinions and justifying arguments in writing, they do not cover the evaluation of other writers' opinions or arguments (Part I Standard 11/11a).

The green, full alignment judgments indicate excellent match between writing literary and informational texts, especially at the Emerging level, as well as between the IPT Writing Tests and the standards for using vocabulary, using textual organization, employing cohesion, and using verbs and verb phrases to expand and enrich ideas.

The orange, partial alignment judgments arise from three main causes. Regarding the collaborative writing standard (Part I Standard 2), alignment is partial because students respond to the writing test independently, without collaborating. For expanding and bridging levels on writing literary and informational texts, the match is partial because the standards describe extended writing and the productive writing tasks on the IPT Writing tests, while potentially multi-paragraph, are nevertheless of limited length and complexity. For the other standards, the alignment is partial because the productive writing tasks on the IPT are open-ended, so students can show their control of the defined writing skills in their responses if they wish and they are rewarded in the writing rating criteria if they do, but they are not consistently *required* to show evidence of the skills defined in the standards.

The balance between the definitions of the CA ELD proficiency levels and the skills assessed in the IPT tests is excellent, as indicated in the judgments for all proficiency levels except for Part I Standard 10. As explained in the previous paragraph, this is because the length of the writing texts on the IPT is not as extended as that described in the learning standards.

PROFICIENCY LEVEL ALIGNMENT

The CA ELD standards are composed of three broad levels, whereas California's previous ELD standards had five levels. As a result, each of the current three proficiency levels is broader in range. As Tables 3-5 in this section show, the IPT generally provides balanced coverage of California's standards in terms of the three levels. The exceptions are standards that define extended speaking or writing at the higher proficiency levels. As a limited-length, standardized test, the IPT cannot be claimed to evaluate such extended production.

The CA ELD Standards document provides a slightly different view of the proficiency levels in Chapter 2. Here, a table provides an overview of the levels without separation into grades, but each of the three levels is further divided into two: an early stage and an exit stage. Based on the descriptors at this



generic level, it is possible to evaluate the match between the CA ELD levels and the IPT proficiency levels. Table 6 below presents a judgmental evaluation of this alignment. To support score reporting in terms of the CA ELD levels, this evaluation would need to be accompanied by a standard setting study with California ELD educators. However, it may be useful for general illustrative purposes.

Table 6: Overal	Table 6: Overall Alignment between CA ELD Proficiency Levels and IPT Proficiency Levels											
CA ELD E	Emerging	CA ELD E	xpanding	CA ELD Bridging								
Early stage	Exit stage	Early stage	Exit stage	Early stage	Exit stage							
Gestures,	Words,	Short	More	Extended,	Extended							
words,	phrases, short	sentences	extended	more	interactions							
phrases	sentences	Increasing	written and	elaborate	All content							
Immediate	Familiar topics	variety of	oral	discourse	areas at grade							
needs	Brief texts	ideas	production	Concrete and	level							
Support from	High support	Familiar topics	More complex	many abstract	Participate							
physical		Grade-	ideas	topics	fully in							
surroundings		appropriate	Detailed	Increasingly	academic and							
		text with	information	complex text	non-academic							
		simple	Moderate to	Some	settings							
		sentences	light support	subtleties								
IPT Beginning	IPT Early	IPT	IPT Early	IPT Advanced	IPT N/A							
	Intermediate	Intermediate	Advanced									

Table 6 shows that the five IPT proficiency levels correspond to the lowest five levels of California's six-level division. The definitions of students' skills upon *exit* from the Bridging level include numerous references to extended interactions, a variety of communication settings, full participation in interactions in all academic and non-academic settings, which the IPT cannot claim to sample because it is a limited-length, single-shot test.

CONCLUSION

The results of this alignment study indicate that there is an acceptable level of alignment between the California ELD Standards and the IPT Family of Tests. The alignment between the tests and the standards is strongest among the standards that describe language knowledge and use. The usual limitations of standardized tests are shown in the partial alignment between the tests and standards that describe extended writing or speaking, and between the tests and standards that describe interaction with a variety of partners in a variety of contexts. The only clear mismatches concern adapting language to various contexts, evaluating other language users' use of vocabulary and grammar, and evaluating others' arguments, which are not assessed on the IPT. In terms of proficiency levels, the alignment judgments indicate excellent balance while the overall proficiency level alignment shows that only the Exit stage of the Bridging level is not within the scope of the IPT, while the other levels are covered well by the IPT Oral, Reading, and Writing Tests.



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Appendix A. Grade K Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of	Std	Standard	Prof.	K Text		K IPT Early	K IPT Early
	Communication	No.		Level		K IPT I Oral	Literacy	Literacy
						Test	Reading Test	Writing Test
I	A. Collaborative	1	information and ideas via oral	Emerging	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple		_	
			communication		phrases.	YES	NA	NA
			and conversations	Expanding	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)		Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
				Expanding	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
				Bridging	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper
I	A. Collaborative	3	Offering opinions and negotiating	Emerging	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.	Partial: interacting with examiner	NA	NA
			with or persuading others		Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses, in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA
				Bridging	Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X, but), as well as open responses, in order to gain and/or hold the floor or add information to an idea.	Partial: interacting with	NA	NA
Ι	A. Collaborative	4		Emerging	No standard for kindergarten.		NA	NA
	l l		I		-			



Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral	K IPT Early Literacy	K IPT Early Literacy
						Test	Reading Test	Writing Test
			Adapting	Expanding	No standard for kindergarten.	NA	NA	NA
			language choices to various contexts	Bridging	No standard for kindergarten.	NA	NA	NA
I	B. Interpretive	5	Listening actively and asking or answering	Emerging	Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.	YES	NA	NA
			questions about what was heard	Expanding	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	YES	NA	NA
				Bridging	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations	Emerging	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
			and ideas from reading	Expanding	Describe ideas, phenomena (e.g., how butterfies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of gradelevel texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading	Emerging	na	NA	NA	NA
			closely and	Expanding	na	NA	NA	NA
			explaining interpretations and ideas from reading	Bridging	na	NA	NA	NA
I	B. Interpretive	6c	Reading	Emerging	na	NA	NA	NA
			closely and	Expanding	na	NA	NA	NA
			explaining interpretations	Bridging	na	NA	NA	NA



Part	Mode of Communication		Standard		K Text	K IPT I Oral	K IPT Early	K IPT Early
	Communication	No.		Level		Test	Literacy Reading Test	Literacy Writing Test
			and ideas from reading					
I	B. Interpretive	7	Evaluating how well writers and speakers use language to present or		Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support. Describe the language an author uses to present an	NO	NO	NA
			support ideas		idea (e.g., the adjectives used to describe a character), with prompting and moderate support.	NO	NO	NA
support an idea (e.g., the people and places), with I B. Interpretive 8 Analyzing how Emerging Distinguish how two differences in the people and places.	Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.	NO	NO	NA				
I	B. Interpretive	8	writers use vocabulary and		Distinguish how two different frequently used words (e.g., describing an action with the verb <i>walk</i> versus <i>run</i>) produce a different effect.	Partial: understand when listening	NO	NA
			other language resources	Expanding	Distinguish how two different words with similar meaning (e.g., describing an action as <i>walk</i> versus <i>march</i>) produce shades of meaning and a different effect.	NA	NO	NA
				Bridging	Distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.	NA	NO	NA
I	C. Productive	9	Expressing information and		Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	YES	NA	NA
			presentations		Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	YES	NA	NA
				Bridging	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and informational texts	Emerging	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and			
				Expanding	sometimes independently. Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing	NA	NA	YES
					independence.	NA	NA	YES



Part	Mode of		Standard		K Text		K IPT Early	K IPT Early
	Communication	No.		Level		K IPT I Oral Test	Literacy Reading Test	Literacy Writing Test
				Bridging	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	NA	NA	YES
ı	C. Productive	10b	Writing literary	Emerging	na	NA	NA	NA
			and	Expanding	na	NA	NA	NA
	C Productive 1		informational texts	Bridging	na	NA	NA	NA
ı	C. Productive		Supporting opinions or justifying		Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X</i> .) referring to the text or to relevant background knowledge.	YES	NA	Partial: offer opinion with supoport
			arguments and evaluating others' opinions or	Expanding	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	YES	NA	Partial: offer opinion with supoport
			arguments	Bridging	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	YES	NA	Partial: offer opinion with supoport
I	C. Productive		Supporting	na	na	NA	NA	NA
			opinions or justifying	na	na	NA	NA	NA
			arguments and evaluating others' opinions or arguments	na	na	NA	NA	NA
I	C. Productive	12/12a	Selecting and applying varied	Emerging	Retell texts and recount experiences using a select set of key words.	YES	NA	YES
			vocabulary and	Expanding	Retell texts and recount experiences using complete sentences and key words.	YES	NA	YES
			other language resources	Bridging	Retell texts and recount experiences using increasingly detailed complete sentences and key words.	YES	NA	YES
I	C. Productive		Selecting and applying varied and precise vocabulary and other	Emerging	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>spicy</i> to describe a favorite food, using the word <i>larva</i> when explaining insect metamorphosis) while speaking and composing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses



Part	Mode of	Std	Standard	Prof.	K Text		K IPT Early	K IPT Early
	Communication	No.		Level		K IPT I Oral	Literacy	Literacy
						Test	Reading Test	Writing Test
			language	Expanding		Partial: if		Partial: if
			resources		domain-specific words in order to add detail or to	choosing to		choosing to
						display this in		display this in
					versus <i>run</i>) while speaking and composing.	responses	NA	responses
					Use a wide variety of general academic and domain-			
					specific words, synonyms, antonyms, and non-literal			
					language to create an effect (e.g., using the word	Partial: if		Partial: if
					suddenly to signal a change) or to create shades of	choosing to		choosing to
					meaning (e.g., The cat's fur was as white as snow)	display this in		display this in
					while speaking and composing.	responses	NA	responses
l II	A. Structuring	1			Apply understanding of how text types are organized		Partial: while	
	Cohesive Texts		text structure		(e.g., how a story is organized by a sequence of		answering	
			and		events) to comprehending and composing texts in		selected-	
			organization		shared language activities guided by the teacher, with	N 1 A	response	VEO
			based on		peers, and sometimes independently.	NA	questions	YES
			purpose, text type, and	Expanding	Apply understanding of how different text types are			
			discipline		organized to express ideas (e.g., how a story is			
			uiscipiirie		organized sequentially with predictable stages versus how an informative text is organized by topic and		Partial: while	
					details) to comprehending texts and composing texts		answering	
					in shared language activities guided by the teacher,		selected-	
					collaboratively with peers, and with increasing		response	
					independence.	NA	questions	YES
					Apply understanding of how different text types are	T V	questions	120
					organized predictably (e.g., a narrative text versus an		Partial: while	
					informative text versus an opinion text) to		answering	
					comprehending texts and composing texts in shared		selected-	
					language activities guided by the teacher, with peers,		response	
					and independently.	NA	questions	YES
II	A. Structuring	2/2a	Understanding		Apply basic understanding of how ideas, events, or			
	Cohesive Texts	2/2a	cohesion and	- 0 0	reasons are linked throughout a text using more		Partial: while	
		2/2a	how language		everyday connecting words or phrases (e.g., one time,		answering	
			resources		then) to comprehending texts and composing texts in		selected-	
			across a text		shared language activities guided by the teacher, with		response	
			contribute to			NA	questions	YES
			the way a text	Expanding	Apply understanding of how ideas, events, or reasons		Partial: while	
			unfolds and		are linked throughout a text using a growing number		answering	
			flows		of connecting words or phrases (e.g., next, after a		selected-	
					long time) to comprehending texts and composing		response	
					texts in shared language activities guided by the	NA	questions	YES



Part	Mode of Communication	Std No.	Standard	Prof. Level	K Text	K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
					teacher, collaboratively with peers, and with increasing independence.			
				Bridging	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., first/second/third, once, at the end) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	NA	Partial: while answering selected-response questions	YES
П	A. Structuring	2b	Understanding	Emerging	na	NA	NA	NA
	Cohesive Texts		cohesion and	Expanding	na	NA	NA	NA
			how language resources across a text contribute to the way a text unfolds and flows	Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	3/3a	and verb phrases to create		Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. Use a growing number of verbs and verb types (e.g.,	YES	NA	YES
			clarity in different text types		doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	YES	NA	YES
					Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	Using verbs and verb phrases to create precision and		Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial - limited
				Expanding	Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.	YES	NA	Partial - limited task
				Bridging	Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple	YES	NA	Partial - limited task



Part	Mode of Communication	Std No.	Standard	Prof. Level		K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
					present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.			
II	B. Expanding and Enriching Ideas	4	and noun phrases to expand ideas and provide more		Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
			detail	Expanding	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	Modifying to add details to provide more information and create precision		Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	Connecting ideas within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses



Part	Mode of Communication	Std No.	Standard	Level		K IPT I Oral Test	K IPT Early Literacy Reading Test	K IPT Early Literacy Writing Test
					Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>) in shared language activities guided by the teacher and with increasing independence.	YES		Partial: if choosing to display this in responses
					Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich.</i> → <i>The boy was hungry so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.	YES		Partial: if choosing to display this in responses
Ш	C. Connecting	7	Condensing		No standard for kindergarten.	NA	NA	NA
	and Condensing		ideas within	Expanding	No standard for kindergarten.	NA	NA	NA
	Ideas		sentences using a variety of language resources	Bridging	No standard for kindergarten.	NA	NA	NA



Appendix B. Grade 1 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

	Mode of Communication	Std No.	Standard	Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1										
I	A. Collaborative	1	Exchanging information and ideas via oral communication	- 0 0	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.	YES	NA	NA										
			and conversations		Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Partial: interacting with examiner	NA	NA										
					listening attentively, following turn-taking rules, and asking and answering questions.	Partial: interacting with examiner	NA	NA										
ı	A. Collaborative	2	Interacting via written English (print and multimedia)	0 0	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper										
						Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper									
					Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper										
I	A. Collaborative	3	opinions and negotiating with or	3 3	as open responses in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA										
				persuading others	persuading others	ļ. <u> </u>	persuading	persuading	persuading	persuading	persuading	persuading	persuading E	persuading Expa		Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.	Partial: interacting with examiner	NA
				Bridging	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and	Partial: interacting with	NA	NA										
I	A. Collaborative	4		Emerging	so on. No standard for grade 1.	examiner NA	NA NA	NA										
			language	Expanding	No standard for grade 1.	NA	NA	NA										



	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
			choices to various contexts	Bridging	No standard for grade 1.	NA	NA	NA
I	B. Interpretive	5	Listening actively and asking or answering		Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh</i> - questions with oral sentence frames and substantial prompting and support.	YES	NA	NA
			. •	Expanding		YES	NA	NA
				Bridging	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
I	B. Interpretive	6/6a	Reading closely and explaining interpretations		Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
			and ideas from reading		Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA
				Bridging	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading	Emerging	na na	NA	NA	NA
			closely and	Expanding	na	NA	NA	NA
			explaining interpretations and ideas from reading		na	NA	NA	NA
I	B. Interpretive	6c		Emerging	na		NA	NA
İ			closely and	Expanding		NA	NA	NA
			explaining interpretations and ideas from	Bridging	na			
	B. Interpretive	7	reading Evaluating how	[moreine	Describe the language writers or speakers use to	NA	NA	NA
	b. Interpretive	′	well writers and	Emerging	present an idea (e.g., the words and phrases used to	NO	NO	NA



Part	Mode of	Std	Standard	Prof.	G1 Text		IPT Early	IPT Early
	Communication	No.		Level		IPT I Oral Test G1	Literacy Reading Test G1	Literacy Writing Test G1
			speakers use		describe a character), with prompting and substantial	GI	Gi	GI
			language to		support.			
			present or support ideas	Expanding	Describe the language writers or speakers use to			
			Support ideas		present or support an idea (e.g., the adjectives used to describe people and places), with prompting and			
					moderate support.	NO	NO	NA
				Bridging	Describe the language writers or speakers use to			
					present or support an idea (e.g., the author's choice of			
					vocabulary to portray characters, places, or real			
	D. 1. (A sel de les	_	people) with prompting and light support.	NO	NO	NA
'	B. Interpretive	8	Analyzing how writers use	Emerging	Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i>) produce a different effect on	Partial: understand		
			vocabulary and		the audience.	when listening	NO	NA
					Distinguish how two different words with similar	Whom hotoring	110	10.0
			resources	-хранань	meaning (e.g., <i>large</i> versus <i>enormous</i>) produce			
					shades of meaning and a different effect on the			
					audience.	NA	NO	NA
				Bridging	Distinguish how multiple different words with similar			
					meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on			
					the audience.	NA	NO	NA
	C. Productive	9	Expressing	Emerging	Plan and deliver very brief oral presentations (e.g.,			
			information and		show and tell, describing a picture).	YES	NA	NA
			ideas in oral	Expanding	Plan and deliver brief oral presentations on a variety			
			presentations		of topics (e.g., show and tell, author's chair,			
					recounting an experience, describing an animal, and the like).	YES	NA	NA
				Bridging		Partial: limited	14/-1	I WA
				99	of topics in a variety of content areas (e.g., retelling a	length and		
					story, describing a science experiment).	topics	NA	NA
I	C. Productive	10/10a		Emerging	Write very short literary texts (e.g., story) and			
			and		informational texts (e.g., a description of an insect)			
			informational texts		using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and			
			IEXIS			NA	NA	YES
				Expanding	Write short literary texts (e.g., a story) and			
					informational texts (e.g., an informative text on the life			
					cycle of an insect) collaboratively with an adult (e.g.,			
					joint construction of texts), with peers, and with	N.1.A	N.1.A	VE0
				Bridging	increasing independence.	NA	NA	YES
				Bridging	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life	NΑ	NA	YES
1	1	l	1		prinormational toxto (c.g., all illiormative text off the life	11.47.1	I 4/ 1	1 20



Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1		
					cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.					
I	C. Productive	10b		Emerging	na	NA	NA	NA		
			and informational	Expanding	na	NA	NA	NA		
			texts	Bridging	na	NA	NA	NA		
I	C. Productive	11/11a	Supporting opinions or justifying	Emerging	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X</i>) referring to the text or to relevant background knowledge.	YES	NA	Partial: offer opinion with supoport		
				Expanding	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	YES	NA	Partial: offer opinion with supoport		
			arguments	Bridging	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	YES	NA	Partial: offer opinion with supoport		
I	C. Productive		11	na	na	NA	NA	NA		
			opinions or	na	na	NA	NA	NA		
			justifying arguments and evaluating others' opinions or arguments	na	na	NA	NA	NA		
I	C. Productive	12/12a	Selecting and applying varied	Emerging	Retell texts and recount experiences, using key words.	YES	NA	YES		
			and precise vocabulary and	Expanding	Retell texts and recount experiences, using complete sentences and key words.	YES	NA	YES		
			language resources	Bridging	Retell texts and recount experiences, using increasingly detailed complete sentences and key words.	YES	NA	YES		
I	C. Productive	12b	applying varied and precise vocabulary and other		word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses		
		la			language	Expanding	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance versus walk</i>) while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses



Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
				Bridging	Use a wide variety of general academic and domain- specific words, synonyms, antonyms, and non-literal language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
II	A. Structuring Cohesive Texts	1	Understanding text structure and organization based on purpose, text type, and discipline		Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	NA	Partial: while answering selected-response questions	YES
				Expanding	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	NA	Partial: while answering selected-response questions	YES
				Bridging	Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	NA	Partial: while answering selected-response questions	YES
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	Understanding cohesion and how language resources across a text contribute to	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.		Partial: while answering selected-response questions	YES
				Expanding	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and	NA	Partial: while answering selected-response questions	YES
				Bridging	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after	NA	Partial: while answering selected-	YES



Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
					writing texts in shared language activities guided by the teacher and independently.		response questions	
II	A. Structuring	2b		Emerging	na	NA	NA	NA
	Cohesive Texts			Expanding	na	NA	NA	NA
			how language resources across a text contribute to the way a text unfolds and flows	Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	3/3a	Using verbs and verb phrases to create	Emerging	Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	YES	NA	YES
			precision and clarity in different text types	, ,	Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.		NA	YES
				Bridging	Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	Using verbs and verb phrases to create precision and	Emerging	Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial - limited
			clarity in different text types	Expanding	Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial - limited
				Bridging	Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	YES	NA	Partial - limited task
II	B. Expanding and Enriching Ideas	4	Using nouns and noun phrases to		Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about	YES	NA	Partial: if choosing to



Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
			expand ideas and provide more		ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.			display this in responses
			detail		Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
					Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	Modifying to add details to provide more information and create precision	3 3	Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
					Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	Connecting ideas within sentences by combining clauses	- 5 5	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
					Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/ effect (e.g., She jumped because the dog barked), in shared language activities guided by the teacher and with increasing independence.	YES	NA	Partial: if choosing to display this in responses



Part	Mode of Communication	Std No.	Standard	Prof. Level	G1 Text	IPT I Oral Test G1	IPT Early Literacy Reading Test G1	IPT Early Literacy Writing Test G1
				Bridging	Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich.</i> → <i>The boy was hungry so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	Condensing ideas within sentences using a variety of language	Emerging	Condense clauses in simple ways (e.g., changing: I like blue. I like red. I like purple \rightarrow I like blue, red, and purple) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	choosing to display this in	NA	Partial: if choosing to display this in responses
			resources	Expanding	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She's a doctor. She saved the animals.</i> → <i>She's the doctor who saved the animals</i>) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Bridging	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in <i>She's a doctor</i> . <i>She's amazing</i> . <i>She saved the animals</i> . → <i>She's the amazing doctor who saved the animals</i>) to create precise and detailed sentences in shared language activities guided by the teacher and independently.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses



Appendix C. Grade 2 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of	Std	Standard	Prof.	G2 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing								
	Communication	No.		Level		G2	Test G2	Test G2								
I	A. Collaborative 1	1	information and ideas via oral communication		Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and learned phrases.	YES	NA	NA								
			and conversations		Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Partial: interacting with examiner	NA	NA								
				Bridging	affirming others, adding pertinent information, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA								
	A. Collaborative	2	written English (print and multimedia)		Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics								
												Expanding	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
				Bridging	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics								
I	A. Collaborative	3	3	3	3	Offering opinions and negotiating with or	0 0	as well as open responses, in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA					
			persuading others	Expanding	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.	Partial: interacting with examiner	NA	NA								
				Bridging	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X</i>), as well as open responses, in order to gain and/or hold the floor, provide	Partial: interacting with examiner; limited length & depth	NA	NA								
					pouriterarguments, claborate on an luca, and the like.	uepin	I N/A	I NA								



Part	Mode of	Std	Standard		G2 Text	IPT I Oral Test		IPT 1 Writing			
	Communication	No.		Level		G2	Test G2	Test G2			
I	A. Collaborative 4	4	language choices to various	- 0 0	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	NO	NA	NO			
				Expanding	Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.	NO	NA	NO			
				Bridging	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	NO	NA	NO			
I	B. Interpretive	5	5	5	5	actively and asking or answering	0 0	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.	YES	NA	NA
			questions about what was heard		Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.	YES	NA	NA			
					Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA			
ı	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from		Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA			
			reading	Expanding	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA			
				Bridging	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA			
	B. Interpretive	6b	Reading	Emerging	na	NA	NA	NA			
			closely and	Expanding	na	NA	NA	NA			
			explaining interpretations	Bridging	na			NA			



Part	Mode of	Std	Standard		G2 Text	IPT I Oral Test		IPT 1 Writing
	Communication	No.	and ideas from	Level		G2	Test G2	Test G2
			reading					
ı	B. Interpretive	6c	Reading	Emerging	na	NA	NA	NA
			closely and	Expanding	na	NA	NA	NA
			explaining interpretations and ideas from	Bridging	na	NIA	NIA	NIA
-	D Interpretive	7	reading	-	Describe the language writers or encokers use to	NA	NA	NA
'	B. Interpretive 7	7	well writers and speakers use language to		Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	NO	NO	NA
				Expanding	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.		NO	NA
				Bridging	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.	NO	NO	NA
I	B. Interpretive		writers use vocabulary and		Distinguish how two different frequently used words (e.g., describing a character as <i>happy</i> versus <i>angry</i>) produce a different effect on the audience.	Partial: understand when listening	NO	NA
				Expanding	Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.	NA	NO	NA
					Bridging	Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience.	NA	NO
Ι	C. Productive	9	Expressing information and ideas in oral	- 0 0	Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	YES	NA	NA
			presentations		Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	YES	NA	NA
					recounting a science experiment, describing how to solve a mathematics problem).	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and	Emerging	Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult	NA	NA	YES



Part	Mode of	Std	Standard	Prof.	G2 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing		
	Communication	No.		Level		G2	Test G2	Test G2		
			informational texts		(e.g., joint construction of texts), with peers, and sometimes independently.					
							Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	NA	NA	YES
					Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	NA	NA	YES		
ı	C. Productive	10b	Writing literary		na		NA	NA		
			and	Expanding			NA	NA		
			lintarmational		na		NA	NA		
I	C. Productive	11/11a	1a Supporting opinions or justifying arguments and evaluating others' opinions or arguments	3 3	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	YES	NA	NO		
					Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	YES	NA	NO		
					Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	YES	NA	NO		
I	C. Productive	11b	Supporting		na	NA	NA	NA		
			opinions or	na	na	NA	NA	NA		
			justifying arguments and evaluating others' opinions or arguments	na	na	NA	NA	NA		
I	C. Productive		applying varied	0 0	Retell texts and recount experiences by using key words.	YES	NA	YES		
			and precise vocabulary and	and precise Ex		Retell texts and recount experiences using complete sentences and key words.	YES	NA	YES	
			other language resources		Retell texts and recount experiences using increasingly detailed complete sentences and key words.	YES	NA	YES		



Part	Mode of	Std	Standard	Prof.	G2 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing
	Communication	No.		Level		G2	Test G2	Test G2
I	C. Productive	12b	Selecting and applying varied and precise vocabulary and	Emerging	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while	Partial: if choosing to display this in		Partial: if choosing to display this in
			other		speaking and writing.	responses	NA	responses
			language resources	Expanding	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
				Bridging	Use a wide variety of general academic and domain- specific words, synonyms, antonyms, and non-literal language (e.g., <i>He was as quick as a cricket</i>) to create an effect, precision, and shades of meaning while speaking and writing.	Partial: if	NA	Partial: if choosing to display this in responses
II	A. Structuring Cohesive Texts	1	text structure and organization based on purpose, text	- 3 3	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
			type, and discipline	Expanding	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence	NA	Partial: while answering selected- response questions	YES; one of the scoring criteria
				Bridging	Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.	NA	Partial: while answering selected- response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	cohesion and how language resources across a text	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today</i> , <i>then</i>) to comprehending and composing texts in shared language activities guided by the teacher, with	NA	Partial: while answering selected-response	YES; one of the
			contribute to the way a text unfolds and flows	Expanding	peers, and sometimes independently. Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence.	NA	questions Partial: while answering selected- response questions	YES; one of the scoring criteria



Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
	Communication	NO.		Bridging	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently.	NA NA	Partial: while answering selected- response questions	YES; one of the scoring criteria
II	A. Structuring	2b	Understanding	Emerging	na	NA	NA	NA
	Cohesive Texts		cohesion and	Expanding	na	NA	NA	NA
			Ibour Ionalioaa		na	NA	NA	NA
Ш	B. Expanding	3/3a	Using verbs	Emerging	Use frequently used verbs (e.g., walk, run) and verb		10.1	TUT
	and Enriching Ideas	0,00	and verb phrases to create	- 0 0	types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	YES	NA	YES
				Expanding	Use a growing number of verb types (e.g., doing, saying, being/having, thinking/ feeling) with increasing independence.	YES	NA	YES
					Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.	YES	NA	YES
II	B. Expanding and Enriching Ideas	3b	Using verbs and verb phrases to create precision and		Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial - limited task
			clarity in different text types	Expanding	Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	YES	NA	Partial - limited task
				Bridging	Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.	YES	NA	Partial - limited task
II	B. Expanding and Enriching Ideas	4	and noun phrases to expand ideas and provide more	0 0	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
			detail	Expanding	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in	YES	NA	Partial: if choosing to



Part	Mode of Communication	Std No.	Standard	Prof. Level	G2 Text	IPT I Oral Test G2	IPT 1 Reading Test G2	IPT 1 Writing Test G2
	Communication	NO.			order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.	G2	Test G2	display this in responses
				Bridging	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently.		NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	add details to provide more information and create precision	- 0 0	Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
					Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	Connecting ideas within sentences by combining clauses	Emerging	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich.</i> → <i>The boy was hungry so he ate a sandwich</i>) independently.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	Condensing ideas within sentences using a variety	Emerging	Condense clauses in simple ways (e.g., changing: It 's $green$. It 's red . \rightarrow It 's $green$ and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses



Part	Mode of	Std	Standard	Prof.	G2 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing
	Communication	No.		Level		G2	Test G2	Test G2
			of language	Expanding	Condense clauses in a growing number of ways (e.g.,			
			resources		through embedded clauses as in, It's a plant. It's	Partial: if		Partial: if
					found in the rain forest. \rightarrow It's a green and red plant	choosing to		choosing to
					that's found in the rain forest) to create precise and	display this in		display this in
					detailed sentences with increasing independence.	responses	NA	responses
				Bridging	Condense clauses in a variety of ways (e.g., through			
					embedded clauses and other condensing as in, It's a			
					plant. It's green and red. It's found in the tropical rain	Partial: if		Partial: if
					forest. \rightarrow It's a green and red plant that's found in the	choosing to		choosing to
					tropical rain forest) to create precise and detailed	display this in		display this in
					sentences independently.	responses	NA	responses



Appendix D. Grade 3 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of	Std	Standard	Prof.	G3 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing
	Communication	No.		Level		G3	Test G3	Test G3
I	A. Collaborative	1	information and ideas via oral	- 0 0	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	YES	NA	NA
			communication and conversations		Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Partial: interacting with examiner	NA	NA
					Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
Ī	A. Collaborative	2	written English (print and multimedia)		Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
					Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
					Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
I	A. Collaborative	3	opinions and negotiating with or	0 0	and/or hold the floor.	Partial: interacting with examiner	NA	NA
			persuading others		Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, and</i>), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like.	Partial: interacting with examiner; limited length & depth	NA	NA
						Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but</i>), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.	Partial: interacting with examiner; limited length & depth	NA

Part	Mode of	Std	Standard	Prof.	G3 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing
	Communication	No.		Level		G3	Test G3	Test G3
I	A. Collaborative	4	Adapting language choices to various	Emerging	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	NO	NA	NO
			contexts	Expanding	Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.	NO	NA	NO
				Bridging	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	NO	NA	NO
I	B. Interpretive	5	Listening actively and asking or		Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA
			answering questions about what was		Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	YES	NA	NA
		2/2		Bridging	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA
1	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from	Emerging	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA
			reading			NA	Partial: answer selected-response questions	NA
				Bridging	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	Reading	Emerging	na	NA	NA	NA
			closely and	Expanding	na	NA	NA	NA
			lovoloinina	Bridging	na	NA		NA
			i caaii ig			1 1/ 1	1 4/-1	14/3



Part	Mode of	Std	Standard	Prof.	G3 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing
	Communication	No.		Level		G3	Test G3	Test G3
ı	B. Interpretive			Emerging	na	NA	NA	NA
			closely and	Expanding	na	NA	NA	NA
			explaining		na			
			interpretations					
			and ideas from reading			NA	NA	NA
	B. Interpretive		Evaluating how	Emorging	Describe the language writers or speakers use to	INA	INA	INA
'	D. Interpretive	,	well writers and	Emerging	support an opinion or present an idea (e.g., by			
			speakers use		identifying the phrases or words in the text that			
			language to		provide evidence), with prompting and substantial			
			present or		support.	NO	NO	NA
					Describe the specific language writers or speakers			
					use to present or support an idea (e.g., the specific			
					vocabulary or phrasing used to provide evidence),			
					with prompting and moderate support.	NO	NO	NA
				Bridging	Describe how well writers or speakers use specific			
					language resources to support an opinion or present			
					an idea (e.g., whether the vocabulary or phrasing			
					used to provide evidence is strong enough), with light	NO	NO	
	D. L. C	0	A l		support.	NO	NO	NA
	B. Interpretive		Analyzing how writers use			Partial:		
			vocabulary and		effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i>).	understand when listening	NO	NA
					Distinguish how different words with similar meanings	when istering	INO	INA
			resources	Expanding	(e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>)			
			100001000		produce shades of meaning and different effects on			
					the audience.	NA	NO	NA
					Distinguish how multiple different words with similar			
					meanings (e.g., pleased versus happy versus ecstatic,			
					heard versus knew versus believed) produce shades			
					of meaning and different effects on the audience.	NA	NO	NA
I	C. Productive				Plan and deliver very brief oral presentations (e.g.,			
			information and		retelling a story, describing an animal, and the like).	YES	NA	NA
				Expanding	Plan and deliver brief oral presentations on a variety	Partial: limited		
			presentations		of topics and content areas (e.g., retelling a story,	length and		
					explaining a science process, and the like).	topics	NA	NA
					Plan and deliver longer oral presentations on a variety	Partial: limited		
					of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and	length and		
						topics	NA	NA
-	C. Productive	10/10a	Writing literary		Write short literary and informational texts (e.g., a	topios	1 1/1	14/1
'	S. I Toddolivo		and		description of a flashlight) collaboratively (e.g., joint			
			informational		construction of texts with an adult or with peers) and			
			texts			NA	NA	YES



Part	Mode of	Std	Standard	Prof.	G3 Text	IPT I Oral Test		IPT 1 Writing
	Communication	No.		Level		G3	Test G3	Test G3
					Write longer literary and informational texts (e.g., an			
					explanatory text on how flashlights work)			
					collaboratively (e.g., joint construction of texts with an			
					adult or with peers) and with increasing independence			
					using appropriate text organization.	NA	NA	YES
				Bridging	Write longer and more detailed literary and			
					informational texts (e.g., an explanatory text on how			
					flashlights work) collaboratively (e.g., joint			5
					construction of texts with an adult or with peers) and			Partial: limited
					independently using appropriate text organization and			length and
	0.0.1.0	401) A / '('	_	growing understanding of register.	NA	NA	topics
l	C. Productive	10b		Emerging	Paraphrase texts and recount experiences using key	Partial: orally		
			and		words from notes or graphic organizers.	retell a brief oral		NO
			informational	- "	Devembrage to the and recount experiences value		NA	NO
			texts		Paraphrase texts and recount experiences using	Partial: orally retell a brief oral		
					complete sentences and key words from notes or graphic organizers.		NA	NO
					Paraphrase texts and recount experiences using	Partial: orally	INA	INO
				Bridging	increasingly detailed complete sentences and key	retell a brief oral		
					words from notes or graphic organizers.	story	NA	NO
1	C. Productive	11/11a	Supporting		Support opinions by providing good reasons and	Story	IVA	140
	O. I TOUGOLIVE	11/114	opinions or		some textual evidence or relevant background			
			justifying		knowledge (e.g., referring to textual evidence or			
			arguments and		knowledge of content).	YES	NA	NO
			evaluating		Support opinions by providing good reasons and			
			others'	Expanding	increasingly detailed textual evidence (e.g., providing	Partial: limited		
			opinions or		examples from the text) or relevant background	length and		
			arguments		knowledge about the content.	complexity	NA	NO
					Support opinions or persuade others by providing			
					good reasons and detailed textual evidence (e.g.,	Partial: limited		
					specific events or graphics from text) or relevant	length and		
					background knowledge about the content.	complexity	NA	NO
I	C. Productive	11b	Supporting	na	na	NA	NA	NA
			opinions or	na	na	NA	NA	NA
			justifying	na	na			
		1	arguments and					
		1	evaluating					
		1	others'					
		1	opinions or			NA	NA	NA
<u> </u>	C. Productive	12/120	arguments Selecting and	Francisco	Use a select number of general academic and	INA	INA	INA
'	C. Flouuctive	12/128	applying varied	Emerging	domain-specific words to add detail (e.g., adding the			
			and precise		word <i>dangerous</i> to describe a place, using the word	YES	NA	YES
			Janu precise		Iword dangerous to describe a place, using the word	TES	IIVA	TES



Part	Mode of	Std	Standard	Prof.	G3 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing
	Communication	No.		Level		G3	Test G3	Test G3
			vocabulary and other		habitat when describing animal behavior) while speaking and writing.			
			language resources	, ,	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.	YES	NA	YES
				Bridging	Use a wide variety of general academic and domain- specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.	YES	NA	YES
I	C. Productive	12b	Selecting and	Emerging	na		NA	NA
			applying varied	Expanding	na		NA	NA
					na		NA	
II	A. Structuring	1		Fun augina	Apply understanding of how different text types are		Partial: while	NA
"	Cohesive Texts	'	text structure and organization based on		organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	NA	answering selected- response questions	YES; one of the scoring criteria
				type, and		Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions
				Bridging	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/ arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.		Partial: while answering selected-response questions	YES; one of the scoring criteria
II		2/2a	Understanding cohesion and how language resources across a text	erstanding ession and language language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to response language answering selected-response	Partial: while answering selected-	YES; one of the scoring criteria		
			contribute to the way a text unfolds and	contribute to the way a text unfolds and		Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected- response questions



Part	Mode of	Std	Standard	Prof.	G3 Text	IPT I Oral Test	IPT 1 Reading	IPT 1 Writing
	Communication	No.		Level		G3	Test G3	Test G3
					Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
	A. Structuring Cohesive Texts	2b	Understanding cohesion and how language resources across a text	- 0 0	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., then, next) to comprehending texts and writing basic texts.		Partial: while answering selected- response questions	YES; one of the scoring criteria
			contribute to the way a text unfolds and flows		Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/end, first/next) to comprehending texts and writing texts with increasing cohesion.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
							Partial: while answering selected-response questions	YES; one of the scoring criteria
II	B. Expanding and Enriching Ideas	3/3a	Using verbs and verb phrases to create precision and	88	Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for recounting an experience).	YES	NA	YES
			clarity in different text types	, ,	Use a growing number of verb types (e.g., doing, saying, being/having, thinking/ feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	YES	NA	YES
					Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).	YES	NA	YES
II	B. Expanding	3b	Using verbs	Emerging	na	NA	NA	NA
	and Enriching		and verb	Expanding	na	NA	NA	NA
	Ideas	cr pr cl di	phrases to create precision and clarity in different text		na	N/A	NIA	
			types			NA	NA	NA



Part	Mode of	Std	Standard	Prof.	G3 Text	IPT I Oral Test		IPT 1 Writing
	Communication	No.		Level		G3	Test G3	Test G3
II	B. Expanding and Enriching Ideas	4	Using nouns and noun phrases to expand ideas	0 0	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
			and provide more detail	Expanding	Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
					Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	add details to provide more information and create	- 5 5	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process (e.g., They walked to the soccer field).	YES	NA	Partial: if choosing to display this in responses
			precision		Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process (e.g., They worked <i>quietly</i> ; they ran <i>across the soccer field</i>).	YES	NA	Partial: if choosing to display this in responses
					Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar and new activities or processes (e.g., They worked <i>quietly all night in their room</i>).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	Connecting ideas within sentences by combining	0 0	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so).	YES	NA	Partial: if choosing to display this in responses
			clauses		Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to		NA	Partial: if choosing to



Part	Mode of Communication	Std No.	Standard	Prof. Level	G3 Text	IPT I Oral Test G3	IPT 1 Reading Test G3	IPT 1 Writing Test G3
					express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).			display this in responses
	C. Connecting and Condensing Ideas	7	Condensing ideas within sentences using a variety		Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> → <i>It's green and red</i>) to create precise and detailed sentences.	choosing to display this in		Partial: if choosing to display this in responses
			of language resources		Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rain forest. It's a green and red plant that's found in the tropical rain forest) to create precise and detailed sentences.	Partial: if choosing to display this in responses		Partial: if choosing to display this in responses
					Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It's a plant. It's green and red. It's found in the tropical rain forest. → It's a green and red plant that's found in the tropical rain forest) to create precise and detailed sentences.	Partial: if choosing to display this in		Partial: if choosing to display this in responses



Appendix E. Grade 4 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of	Std	Standard		G4 Text	IPT I Oral Test		IPT 2 Writing
	Communication	No.		Level		G4	Test G4	Test G4
ı	A. Collaborative	1	Exchanging		Contribute to conversations and express ideas by			
			information and		asking and answering yes-no and wh- questions and	VE0		N 1 A
			ideas via oral		responding using short phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions,	Dantial		
			and conversations		including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and	Partial:		
			Conversations		adding relevant information.	interacting with examiner	NA	NA
					Contribute to class, group, and partner discussions,	Partial:	INA	INA
					including sustained dialogue, by following turn-taking	interacting with		
					rules, asking relevant questions, affirming others,	examiner;		
						limited length,		
					and providing useful feedback.		NA	NA
I	A. Collaborative	2	Interacting via		Collaborate with peers on joint writing projects of short			Partial:
			written English	0 0	informational and literary texts, using technology			Independent
			(print and		where appropriate for publishing, graphics, and the			work on paper
			multimedia)		like.			or online, no
						NA	NA	graphics
				Expanding	Collaborate with peers on joint writing projects of			Partial:
					longer informational and literary texts, using			Independent
					technology where appropriate for publishing, graphics,			work on paper
					and the like.	NI A	NI A	or online, no
				Deidaina	Callabarata with many an inject witing projects of a	NA	NA	graphics Partial:
				Bridging	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using			Independent
					technology where appropriate for publishing, graphics,			work on paper
					and the like.			or online, no
					and the me.	NA	NA	graphics
1	A. Collaborative	3	Offering	Emerging	Negotiate with or persuade others in conversations			9. 0.000
			opinions and		using basic learned phrases (e.g., I think), as well	Partial:		
			negotiating		as open responses, in order to gain and/or hold the	interacting with		
			with or		floor.	examiner	NA	NA
			persuading	Expanding	Negotiate with or persuade others in conversations	Partial:		
			others		using an expanded set of learned phrases (e.g., I	interacting with		
						examiner;		
					order to gain and/or hold the floor, provide	limited length &		
					counterarguments, and so on.		NA	NA
					Negotiate with or persuade others in conversations	Partial:		
						interacting with		
					idea. However), as well as open responses, in order to gain and/or hold the floor, provide	examiner; limited length &		
					counterarguments, elaborate on an idea, and so on.		NA	NA
					counterarguments, claborate on an idea, and 80 on.	uepiii	INA	I WA



Part	Mode of	Std	Standard		G4 Text	IPT I Oral Test		IPT 2 Writing
— .	Communication	No.	A -1 (1'	Level	A.P. of London Bridge Community of Community	G4	Test G4	Test G4
1	A. Collaborative	4	Adapting		Adjust language choices according to social setting			
			language		(e.g., playground, classroom) and audience (e.g.,	NO	NIA	NO
			choices to		peers, teacher), with substantial support.	NO	NA	NO
			various		Adjust language choices according to purpose (e.g.,			
			contexts		persuading, entertaining), task (e.g., telling a story			
					versus explaining a science experiment), and	NO	NIA	NO
					audience, with moderate support.	NO	NA	NO
				0	Adjust language choices according to purpose, task			
					(e.g., facilitating a science experiment), and audience,	NO	NIA	NO
<u> </u>	D. Intornativo	F	Listanina		with light support.	INO	NA	NO
1	B. Interpretive	5	Listening		Demonstrate active listening of read-alouds and oral			
			actively and		presentations by asking and answering basic	YES	NA	NIA
			asking or answering		questions, with prompting and substantial support.	150	INA	NA
			questions		Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed			
			about what		questions, with occasional prompting and moderate			
			was		support.	YES	NA	NA
					Demonstrate active listening of read-alouds and oral	TES	INA	INA
		lieai	licard		presentations by asking and answering detailed			
					questions, with minimal prompting and light support.	YES	NA	NA
	B. Interpretive	6/6a	Reading		Describe ideas, phenomena (e.g., volcanic eruptions),	TLO	Partial: answer	INA
'	D. Interpretive	0/0a	closely and		and text elements (main idea, characters, events, and		selected-	
			explaining		the like) based on close reading of a select set of		response	
			interpretations		grade-level texts, with substantial support.	NA	questions	NA
					Describe ideas, phenomena (e.g., animal migration),	1 1/-1	Partial: answer	I W/A
			reading		and text elements (main idea, central message, and		selected-	
			loading		the like) in greater detail based on close reading of a		response	
					variety of grade-level texts, with moderate support.	NA	questions	NA
				Bridging	Describe ideas, phenomena (e.g., pollination), and	I V/ C	questions	14/ (
				Driaging	text elements (main idea, character traits, event		Partial: answer	
					sequence, and the like) in detail based on close		selected-	
					reading of a variety of grade-level texts, with light		response	
					support.	NA	questions	NA
	B. Interpretive	6b	Reading		Use knowledge of frequently used affixes (e.g., un-,		Partial: answer	-
'	_ :		closely and		mis-) and linguistic context, reference materials, and		selected-	
			explaining		visual cues to determine the meaning of unknown		response	
			interpretations			NA		NA
					Use knowledge of morphology (e.g., affixes, roots,		Partial: answer	
			reading	-Aparianing	and base words), linguistic context, and reference		selected-	
					materials to determine the meaning of unknown words		response	
					on familiar topics.	NA	questions	NA
					Use knowledge of morphology (e.g., affixes, roots,		Partial: answer	
						NA	selected-	NA



Part	Mode of	Std	Standard	Prof.	G4 Text	IPT I Oral Test		IPT 2 Writing
	Communication	No.		Level		G4	Test G4	Test G4
					the meaning of unknown and multiple-meaning words		response	
	-		<u> </u>		on familiar and new topics.		questions	
l	B. Interpretive	6c	Reading	Emerging	na		Partial: while	
			closely and				answering	
			explaining				selected-	
			interpretations				response	
			and ideas from			NA	questions	NA
			reading	Expanding	na		Partial: while	
							answering	
							selected-	
							response	
						NA	questions	NA
				Bridging	na		Partial: while	
							answering	
							selected-	
							response	
						NA	questions	NA
l	B. Interpretive	7	Evaluating how	Emerging	Describe the specific language writers or speakers			
			well writers and		use to present or support an idea (e.g., the specific			
			speakers use		vocabulary or phrasing used to provide evidence),			NA NA
			language to		with prompting and substantial support.	NO	NO	NA
			present or	Expanding	Describe how well writers or speakers use specific			
			support ideas		language resources to support an opinion or present			
					an idea (e.g., whether the vocabulary or phrasing			
					used to provide evidence is strong enough), with			
					prompting and moderate support.	NO	NO	NA
				Bridging	Describe how well writers and speakers use specific			
					language resources to support an opinion or present			
					an idea (e.g., the clarity or appealing nature of			
					language used to present evidence), with prompting			
					and light support.	NO	NO	NA
	B. Interpretive	8		Emerging	Distinguish how different words with similar meanings			
			writers use		produce different effects on the audience (e.g.,	Partial:		
			vocabulary and		describing a character's actions as whined versus	understand		
			other language		said).	when listening	NO	NA
			resources	Expanding	Distinguish how different words with similar meanings			
					(e.g., describing a character as smart versus an			
					expert) and figurative language (e.g., as big as a			
					whale) produce shades of meaning and different			
					effects on the audience.	NA	NO	NA
				Bridging	Distinguish how different words with related meanings			
					(e.g., fun versus entertaining versus thrilling, possibly			
					versus <i>certainly</i>) and figurative language produce	NA	NO	NA



Part	Mode of	Std	Standard	Prof.	G4 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing
	Communication	No.		Level		G4	Test G4	Test G4
					shades of meaning and different effects on the			
					audience.			
ı	C. Productive	9	Expressing		Plan and deliver brief oral presentations on a variety			
			information and		of topics and content areas (e.g., retelling a story,			
			ideas in oral		explaining a science process, reporting on a current			
			presentations		event, recounting a memorable experience, and so			
					on), with substantial support.	YES	NA	NA
					Plan and deliver longer oral presentations on a variety			
					of topics and content areas (e.g., retelling a story,			
					explaining a science process, reporting on a current	Partial: limited		
					event, recounting a memorable experience, and so	length and		
					on), with moderate support.	topics	NA	NA
					Plan and deliver oral presentations on a variety of			
					topics in a variety of content areas (e.g., retelling a			
						Partial: limited		
					current event, recounting a memorable experience,	length and		
					and so on), with light support.	topics	NA	NA
ı	C. Productive	10/10a	Writing literary		Write short literary and informational texts (e.g., a			
			and		description of a flashlight) collaboratively (e.g., joint			
			informational		construction of texts with an adult or with peers) and			
			texts		sometimes independently.	NA	NA	YES
				Expanding	Write longer literary and informational texts (e.g., an			
					explanatory text on how flashlights work)			
					collaboratively (e.g., joint construction of texts with an			Partial: limited
					adult or with peers) and with increasing independence			length and
					using appropriate text organization.	NA	NA	complexity
				Bridging	Write longer and more detailed literary and			
					informational texts (e.g., an explanatory text on how			
					flashlights work) collaboratively (e.g., joint			
					construction of texts with an adult or with peers) and			Partial: limited
					independently using appropriate text organization and			length and
	0.5.4	401	NA / 1/1 11/		growing understanding of register.	NA	NA	complexity
	C. Productive	10b			Write brief summaries of texts and experiences using			VEO . (
			and		complete sentences and key words (e.g., from notes			YES; of
			informational		or graphic organizers).	NA	NA	experiences
			texts		Write increasingly concise summaries of texts and			Partial: limited
					experiences using complete sentences and key words	NIA	NIA	length and
						NA	NA	complexity
					Write clear and coherent summaries of texts and			Dortiola lineita d
					experiences using complete and concise sentences			Partial: limited
					and key words (e.g., from notes or graphic	NIA	NA	length and
,	C. Drodustina	11/11 -	Cupporting		organizers).	NA	NA	complexity
l	C. Productive				Support opinions by expressing appropriate/accurate	VEC	NIA	NO
	<u> </u>		opinions or		reasons using textual evidence (e.g., referring to text)	YES	NA	NO



	Mode of		Standard	Prof.	G4 Text	IPT I Oral Test		IPT 2 Writing
	Communication	No.		Level		G4	Test G4	Test G4
			justifying arguments and		or relevant background knowledge about content, with substantial support.			
			evaluating others' opinions or arguments		background knowledge about content, with moderate	Partial: limited length and		
				Bridging	support. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.	Partial: limited length and	NA NA	NO
I	C. Productive		Supporting opinions or justifying		Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, will, maybe</i>).	YES	NA	YES
			arguments and evaluating others' opinions or	na	Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	YES	NA	Partial: if choosing to display this in responses
					Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive		applying varied and precise	3	Use a select number of general academic and domain-specific words to create precision while speaking and writing.	YES	NA	YES
			vocabulary and other language resources	, ,	Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	YES	NA	YES
					Use a wide variety of general academic and domain- specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	YES	NA	YES
I	C. Productive		applying varied	- 0 0	Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>un</i> happy).	YES	NA	YES
			and precise vocabulary and other		Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes , I'm <i>un</i> happy).	YES	NA	YES
			language resources		Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk <i>ing</i> . I'm <i>un</i> comfortable. They left reluctantly).	YES	NA	YES
II	A. Structuring Cohesive Texts	1	Understanding text structure	Emerging	Apply understanding of how different text types are		Partial: while answering	YES; one of the scoring criteria



Part	Mode of	Std	Standard	Prof.	G4 Text	IPT I Oral Test		IPT 2 Writing
	Communication	No.		Level		G4	Test G4	Test G4
			and		organized sequentially) to comprehending texts and		selected-	
			organization		writing basic texts.		response	
			based on				questions	
					Apply increasing understanding of how different text			
			type, and		types are organized to express ideas (e.g., how a		Partial: while	
			discipline		narrative is organized sequentially with predictable		answering	
					stages versus how an explanation is organized		selected-	
					around ideas) to comprehending texts and writing		response	YES; one of the
					texts with increasing cohesion.	NA	questions	scoring criteria
					Apply understanding of how different text types are			
					organized to express ideas (e.g., how a narrative is		Partial: while	
					organized sequentially with predictable stages versus		answering	
					how opinions/arguments are structured logically,		selected-	
					grouping related ideas) to comprehending texts and		response	YES; one of the
					writing cohesive texts.	NA	questions	scoring criteria
II	A. Structuring	2/2a			Apply basic understanding of language resources for		Partial: while	
	Cohesive Texts	2/2a	cohesion and		referring the reader back or forward in text (e.g., how		answering	
		2/2a	how language		pronouns refer back to nouns in text) to		selected-	
			resources		comprehending texts and writing basic texts.		response	YES; one of the
			across a text			NA	questions	scoring criteria
			contribute to	Expanding	Apply growing understanding of language resources		Partial: while	
			the way a text		for referring the reader back or forward in text (e.g.,		answering	
			unfolds and		how pronouns or synonyms refer back to nouns in		selected-	\/=0
			flows		text) to comprehending texts and writing texts with		response	YES; one of the
					increasing cohesion.	NA	questions	scoring criteria
					Apply increasing understanding of language		Partial: while	
					resources for referring the reader back or forward in		answering	
					text (e.g., how pronouns, synonyms, or		selected-	VEO (11
					nominalizations refer back to nouns in text) to	A 1 A	response	YES; one of the
	A 01 - 1 - 1 - 1	01	11		comprehending texts and writing cohesive texts.	NA	questions	scoring criteria
II	A. Structuring	2b			Apply basic understanding of how ideas, events, or		Partial: while	
	Cohesive Texts		cohesion and		reasons are linked throughout a text using everyday		answering	
			how language		connecting words or phrases (e.g., first, yesterday) to		selected-	VEC. and of the
			resources		comprehending texts and writing basic texts.	NIA.	response	YES; one of the
			across a text		Analy manifest and analysis of heavides a second	NA	questions	scoring criteria
			contribute to	Expanding	Apply growing understanding of how ideas, events, or		Partial: while	
			the way a text		reasons are linked throughout a text using a variety of		answering	
			unfolds and flows		connecting words or phrases (e.g., since, next, for		selected-	VEC: one of the
			IIUWS		example) to comprehending texts and writing texts	NIA	response	YES; one of the
						NA	questions	scoring criteria
					Apply increasing understanding of how ideas, events,		Dortiolsbile	
					or reasons are linked throughout a text using an		Partial: while	VES: one of the
					increasing variety of academic connecting and		answering	YES; one of the
]		transitional words or phrases (e.g., for instance, in	NA	selected-	scoring criteria



	Mode of Communication	Std	Standard		G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing
	Communication	No.		Level	addition, at the end) to comprehending texts and	G4	response	Test G4
					writing cohesive texts.		questions	
	B. Expanding and Enriching Ideas	3/3a	Using verbs and verb phrases to create		Use various verbs/verb types (e.g., doing, saying, being/having, thinking/ feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	YES	NA	YES
			precision and clarity in different text types	Expanding	Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	YES	NA	YES
				Bridging	Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar			
II	D Evandina	3b	Using verbs	F	and new topics.	YES	NA	YES
	B. Expanding and Enriching	30	and verb	Emerging		NA	NA	NA
	Ideas		phrases to create precision and clarity in different text types	Expanding		NA	NA	NA
				Bridging	na	NA	NA	NA
	B. Expanding and Enriching Ideas		4 Using nouns and noun phrases to expand ideas and provide more detail		Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
					Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
	B. Expanding and Enriching Ideas	5	Modifying to add details to provide more information and		Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar	YES	NA	Partial: if choosing to display this in responses



Part	Mode of Communication	Std No.	Standard	Prof. Level	G4 Text	IPT I Oral Test G4	IPT 2 Reading Test G4	IPT 2 Writing Test G4
		110.	create precision	Level	activity or process (e.g., They walked to the soccer field).		1000 04	1000 04
				Expanding	Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked <i>quietly</i> . They ran <i>across the soccer field</i>).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked <i>quietly all night in their room</i>).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	Connecting ideas within sentences by combining		Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as <i>and</i> , <i>but</i> , <i>so</i>).	YES	NA	Partial: if choosing to display this in responses
			clauses	Expanding	Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/ effect (e.g., <i>The deer ran because the mountain lion came</i>) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., Since the lion was at the waterhole, the deer ran away), to make a concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	Condensing ideas within sentences using a variety of language	- 5 5	doctor. She helps children. → The woman is a doctor who helps children) to create precise and detailed sentences.	Partial: if choosing to display this in responses	NA	Partial: if choosing to display this in responses
			resources	Expanding		choosing to display this in	NA	Partial: if choosing to display this in responses



Part	Mode of	Std	Standard	Prof.	G4 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing
	Communication	No.		Level		G4	Test G4	Test G4
				Bridging	Condense clauses in a variety of ways (e.g., through			
					various types of embedded clauses and other ways of			
					condensing as in, There was a Gold Rush. It began in			
					the 1850s. It brought a lot of people to California. →	Partial: if		Partial: if
					The Gold Rush that began in the 1850s brought a lot	choosing to		choosing to
					of people to California) to create precise and detailed	display this in		display this in
					sentences.	responses	NA	responses



Appendix F. Grade 5 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of	Std	Standard	Prof.	G5 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing	
	Communication	No.		Level		G5	Test G5	Test G5	
	A. Collaborative	1	Exchanging information and ideas via oral	Emerging	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	YES	NA	NA	
					Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking	Partial: interacting with examiner	NA	NA	
				Bridging	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA	
I	A. Collaborative	2	written English (print and multimedia)	- 5 5	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics	
					Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics	
					Bridging	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	NA	NA	Partial: Independent work on paper or online, no graphics
I	A. Collaborative	3	opinions and negotiating with or		as open responses, in order to gain and/or hold the floor.	Partial: interacting with examiner	NA	NA	
			persuading others	Expanding	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Partial: interacting with examiner; limited length & depth	NA	NA	
				Bridging	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However,</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and	Partial: interacting with examiner; limited length &			
					so on.	depth	NA	NA	



Part	Mode of	Std	Standard	Prof.	G5 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing	
	Communication	No.		Level		G5	Test G5	Test G5	
I	A. Collaborative	4	Adapting language choices to	0 0	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	NO	NA	NO	
			various contexts	, ,	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	NO	NA	NO	
				Bridging	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	NO	NA	NO	
I	B. Interpretive	active asking answing quest about was		Listening actively and asking or	3 3	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA
			questions about what was heard	questions about what was		Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	YES	NA	NA
	D. Interpretive	6/6-			Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	YES	NA	NA	
'	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from	3 3	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support	NA	Partial: answer selected-response questions	NA	
			reading	, ,	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA	
					Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA	
I	B. Interpretive	6b	Reading closely and explaining interpretations	3		NA	Partial: answer selected-response questions	NA	
			and ideas from reading		Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	NA	Partial: answer selected-response questions	NA	



Part	Mode of	Std	Standard	Prof.	G5 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing
	Communication	No.		Level		G5	Test G5	Test G5
					Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6c	closely and explaining interpretations and ideas from	Emerging	na	NA	Partial: while answering selected-response questions	NA
			reading	Expanding	na	NA	Partial: while answering selected-response questions	NA
				Bridging	na	NA	Partial: while answering selected- response questions	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use language to		Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	NO	NO	NA
			present or support ideas		Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support.	NO	NO	NA
				Bridging	Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.	NO	NO	NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and	Emerging	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furious</i>).	NA	NO	NA
			other language resources		Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning and different effects on the audience.	NA	NO	NA



Part	Mode of	Std	Standard	Prof.	G5 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing
	Communication	No.		Level		G5	Test G5	Test G5
				0 0	Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning			
					and different effects on the audience.	NA	NO	NA
I	C. Productive		information and ideas in oral presentations		Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	YES	NA	NA
				, ,		Partial: limited length and topics	NA	NA
					recounting an experience, explaining a science process), with light support.	Partial: limited length and topics	NA	NA
I	C. Productive		Writing literary and informational texts		Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	NA	NA	YES
				Expanding	Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization.	NA	NA	Partial: limited length and complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
I	C. Productive		and informational	Emerging	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
				Expanding	Write increasingly concise summaries of texts and experiences using complete sentences and key words	NA	NA	Partial: limited length and complexity



Part	Mode of	Std	Standard	Prof.	G5 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing
	Communication	No.		Level		G5	Test G5	Test G5
				Bridging	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	opinions or justifying arguments and		Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	YES	NA	NO
			evaluating others' opinions or arguments	Expanding	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support.	Partial: limited length and topics	NA	NO
				Bridging	Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.	Partial: limited length and topics	NA	NO
ı	C. Productive	11b	Supporting opinions or justifying	na	Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	YES	NA	YES
			arguments and evaluating others' opinions or	na	Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	YES	NA	Partial: if choosing to display this in responses
			arguments	na	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion).	YES	NA	Partial: if choosing to display this in responses
	C. Productive	12/12a	applying varied and precise	Emerging	Use a select number of general academic and domain-specific words to create precision while speaking and writing.	YES	NA	YES
			vocabulary and other language resources	Expanding	Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	YES	NA	YES
				Bridging	Use a wide variety of general academic and domain- specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied	Emerging	Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).	YES	NA	YES



	Mode of		Standard		G5 Text	IPT I Oral Test		IPT 2 Writing
	Communication	No.		Level		G5	Test G5	Test G5
			and precise		Select a growing number of frequently used affixes for			
			vocabulary and other		accuracy and precision (e.g., She walked. He likes	YES	NA	YES
				Bridging	, I'm <i>un</i> happy). Select a variety of appropriate affixes for accuracy	169	INA	150
			resources		and precision (e.g., She's walk <i>ing</i> . I'm <i>un</i> comfortable.			
			resources		They left reluctantly).	YES	NA	YES
II	A. Structuring	1	Understanding	Emerging	Apply basic understanding of how different text types		Partial: while	120
	Cohesive Texts	•	text structure		are organized to express ideas (e.g., how a narrative		answering	
			and		is organized sequentially with predictable stages		selected-	
			organization		versus how opinions/arguments are organized around		response	YES; one of the
			based on		ideas) to comprehending texts and writing basic texts.	NA	questions	scoring criteria
			purpose, text		Apply growing understanding of how different text			, and the second
			type, and		types are organized to express ideas (e.g., how a			
			discipline		narrative is organized sequentially with predictable		Partial: while	
					stages versus how opinions/arguments are structured		answering	
					logically around reasons and evidence) to		selected-	
					comprehending texts and writing texts with increasing		response	YES; one of the
					cohesion.	NA	questions	scoring criteria
					Apply increasing understanding of how different text		Designation 1975	
					types are organized to express ideas (e.g., how a		Partial: while	
					historical account is organized chronologically versus how opinions/arguments are structured logically		answering selected-	
					around reasons and evidence) to comprehending		response	YES; one of the
					texts and writing cohesive texts.	NA	questions	scoring criteria
II	A. Structuring	2/2a	Understanding		Apply basic understanding of language resources for	10.	Partial: while	coorning critoria
	Cohesive Texts		cohesion and		referring the reader back or forward in text (e.g., how		answering	
			how language		pronouns refer back to nouns in text) to		selected-	
			resources		comprehending texts and writing basic texts.		response	YES; one of the
			across a text			NA	questions	scoring criteria
			contribute to	Expanding	Apply growing understanding of language resources		Partial: while	
			the way a text		for referring the reader back or forward in text (e.g.,		answering	
			unfolds and		how pronouns or synonyms refer back to nouns in		selected-	
			flows		text) to comprehending texts and writing texts with		response	YES; one of the
					increasing cohesion.	NA	questions	scoring criteria
					Apply increasing understanding of language		Partial: while	
					resources for referring the reader back or forward in		answering	
					text (e.g., how pronouns, synonyms, or		selected-	VEC: one of the
					nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	NA	response questions	YES; one of the scoring criteria
II	A. Structuring	2b	Understanding		Apply basic understanding of how ideas, events, or	11/7	Partial: while	Scoring Criteria
"	Cohesive Texts	Z D	cohesion and		reasons are linked throughout a text using a select set		answering	
	COLICOING LEVIS		how language		of everyday connecting words or phrases (e.g.,		selected-	
			resources		first/next, at the beginning) to comprehending texts		response	YES; one of the
			across a text		, , , , , , , , , , , , , , , , , , , ,	NA	questions	scoring criteria



Part	Mode of		Standard		G5 Text	IPT I Oral Test G5	IPT 2 Reading Test G5	IPT 2 Writing
	Communication	No.	contribute to the way a text unfolds and	Level Expanding	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the	G5	Partial: while answering selected-	Test G5
			flows		first place, as a result) to comprehending texts and writing texts with increasing cohesion.	NA	response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	B. Expanding and Enriching Ideas	3/3a	Using verbs and verb phrases to create precision and		Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.	YES	NA	YES
			clarity in different text types	Expanding	Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.	YES	NA	YES
				Bridging	Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.	YES	NA	YES
II	B. Expanding	3b	Using verbs	Emerging		NA	NA	NA
	and Enriching		and verb	Expanding	na	NA	NA	NA
	Ideas		phrases to create precision and clarity in different text types	Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	Using nouns and noun phrases to expand ideas	Emerging	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
			and provide more detail	Expanding	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses



Part	Mode of	Std	Standard	Prof.	G5 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing
	Communication	No.		Level		G5	Test G5	Test G5
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	Modifying to add details to provide more information and		Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process.	YES	NA	Partial: if choosing to display this in responses
			create precision	, ,	Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a variety of familiar and new activities and processes.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	Connecting ideas within sentences by combining clauses		Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	YES	NA	Partial: if choosing to display this in responses
					Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to provide reasons to support ideas (e.g., X is an extremely good book because).	YES	NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>), or to provide reasons to support ideas (e.g., <i>The author persuades the reader by</i>	YES	NA	Partial: if choosing to display this in responses



Part	Mode of	Std	Standard	Prof.	G5 Text	IPT I Oral Test	IPT 2 Reading	IPT 2 Writing
	Communication	No.		Level		G5	Test G5	Test G5
	C. Connecting and Condensing	7	Condensing ideas within		Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The book is on the</i>	Partial: if		Partial: if
	Ideas		sentences		· ·	choosing to		choosing to
			using a variety		desk is mine) to create precise and detailed	display this in		display this in
			of language			responses	NA	responses
			resources	Expanding	Condense clauses in an increasing variety of ways (e.g., through a growing number of types of			
					embedded clauses and other condensing as in, The	Partial: if		Partial: if
					book is mine. The book is about science. The book is	choosing to		choosing to
					on the desk. \rightarrow The science book that's on the desk is	display this in		display this in
					, ,	responses	NA	responses
				Bridging	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, <i>They were a very strong army</i> .			
					· · · · · · · · · · · · · · · · · · ·	Partial: if		Partial: if
						choosing to		choosing to
						display this in		display this in
					precise and detailed sentences.	responses	NA	responses



Appendix G. Grade 6 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of	Std	Standard	Prof.	G6 Text		T	IPT 2	IPT 2
" " "	Communication	No.	Otaridara	Level	or rest	IPT I Oral	IPT II Oral	Reading	Writing Test
						Test G6	Test G6	Test G6	G6
I	A. Collaborative	1	Exchanging information and ideas via oral		Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using				
			communication		simple phrases.	YES	YES	NA	NA
			and conversations		discussions by following turn-taking rules, asking relevant questions, affirming others, adding	Partial: interacting with examiner	Partial: interacting with examiner	NA	NA
				Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	Partial: interacting with examiner; limited length & depth	NA	NA	
I	A. Collaborative	2	Interacting via written English (print and multimedia)		Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	NA	NA	NA	Partial: Independent work on paper or online, no graphics
					Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	NA	NA	NA	Partial: Independent work on paper or online, no graphics
					Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	NA	NA	NA	Partial: Independent work on paper or online, no graphics
I	A. Collaborative	3	Offering opinions and negotiating with or persuading		ask for clarification) using basic learned phrases (e.g., <i>I think , Would you please repeat that?</i>), as well as open responses.	Partial: interacting with examiner	Partial: interacting with examiner	NA	NA
			others	Expanding	Negotiate with or persuade others in conversations (e.g., to provide counterarguments)	Partial: interacting	Partial: interacting	NA	NA



Part	Mode of	Std	Standard	Prof.	G6 Text			IPT 2	IPT 2
	Communication	No.		Level		IPT I Oral	IPT II Oral	Reading	Writing Test
						Test G6	Test G6	Test G6	G6
					using an expanded set of learned phrases (/	with	with		
					agree with X, but), as well as open responses.	examiner;	examiner;		
						limited	limited		
						length & depth	length & depth		
				Bridging		Partial:	Partial:		
				Bridging	0	interacting	interacting		
						with	with		
						examiner;	examiner;		
					heard you say X, and Gabriel just pointed out Y),	limited	limited		
					as well as open responses.	length &	length &		
						depth	depth	NA	NA
I	A. Collaborative	4	Adapting	Emerging	Adjust language choices according to social				
			language		setting (e.g., classroom, break time) and audience				
			choices to			NO	NO	NA	NO
			various	Expanding	Adjust language choices according to purpose				
			contexts		(e.g., explaining, persuading, entertaining), task,	NO	NO		NO
				Daidain		NO	NO	NA	NO
				Bridging	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer				
					feedback on a writing assignment), purpose, task,				
						NO	NO	NA	NO
ı	B. Interpretive	5	Listening	Emerging	Demonstrate active listening in oral presentation				
	,		actively and		activities by asking and answering basic				
			asking or		questions, with prompting and substantial support.	YES	YES	NA	NA
				Expanding	Demonstrate active listening in oral presentation				
			questions		activities by asking and answering detailed				
			about what		questions, with occasional prompting and				
			was			YES	YES	NA	NA
			heard	Bridging	Demonstrate active listening in oral presentation				
					activities by asking and answering detailed	VEC	VEC	NI A	NIA
	D. Interpretive	6/60	Dooding	_	1 1 1	YES	YES	NA Partial:	NA
1	B. Interpretive	6/6a	Reading closely and	Emerging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast,			answer	
			explaining		cause/effect, problem/solution) based on close			selected-	
			interpretations		reading of a variety of grade-level texts and			response	
			and ideas from			NA	NA	questions	NA
				Expanding	Explain ideas, phenomena, processes, and text			Partial:	- " .
				LAPATIONIS	relationships (e.g., compare/contrast,			answer	
					cause/effect, problem/solution) based on close			selected-	
					reading of a variety of grade-level texts and			response	
					viewing of multimedia, with moderate support.	NA	NA	questions	NA



Part	Mode of	Std	Standard	Prof.	G6 Text			IPT 2	IPT 2
	Communication	No.		Level		IPT I Oral	IPT II Oral	Reading	Writing Test
						Test G6	Test G6	Test G6	G6
				Bridging	Explain ideas, phenomena, processes, and text			Partial:	
					relationships (e.g., compare/contrast,			answer	
					cause/effect, problem/solution) based on close			selected-	
					reading of a variety of grade-level texts and			response	
					, , ,	NA	NA	questions	NA
I	B. Interpretive	6b		Emerging	Express inferences and conclusions drawn based			Partial:	
			closely and		on close reading of grade-level texts and viewing			answer	
			explaining		of multimedia using some frequently used verbs			selected-	
			interpretations		(e.g., shows that, based on).	NIA	NIA.	response	NI A
			and ideas from			NA	NA	questions	NA
			reading	Expanding	Express inferences and conclusions drawn based			Partial:	
					on close reading of grade-level texts and viewing			answer selected-	
					of multimedia using a variety of verbs (e.g., suggests that, leads to).			response	
						NA	NA	questions	NA
				Bridging	Express inferences and conclusions drawn based	14/3	INA	Partial:	14/-1
				Bridging	on close reading of grade-level texts and viewing			answer	
					of multimedia using a variety of precise academic			selected-	
					verbs (e.g., <i>indicates that, infuences</i>).			response	
						NA	NA	questions	NA
	B. Interpretive	6c	Reading	Emerging	Use knowledge of morphology (e.g., affixes, roots,			Partial: while	
			closely and		and base words), context, reference materials,			answering	
			explaining		and visual cues to determine the meaning of			selected-	
			interpretations		unknown and multiple-meaning words on familiar			response	
			and ideas from			NA	NA	questions	NA
			reading	Expanding	Use knowledge of morphology (e.g., affixes, roots,			Partial: while	
					and base words), context, reference materials,			answering	
					and visual cues to determine the meaning of			selected-	
					unknown and multiple-meaning words on familiar	N. A.		response	N.A
				Daideire	·	NA	NA	questions	NA
				Bridging	Use knowledge of morphology (e.g., affixes, roots,			Doutiel, while	
					and base words), context, reference materials, and visual cues to determine the meaning,			Partial: while answering	
					including figurative and connotative meanings, of			selected-	
					unknown and multiple-meaning words on a variety			response	
					of new topics.	NA	NA	questions	NA
ı	B. Interpretive	7	Evaluating how	Emerging	Explain how well writers and speakers use				
'		•	well writers and	Lineignig	language to support ideas and arguments with				
			speakers use		detailed evidence (e.g., identifying the precise				
			language to		vocabulary used to present evidence, or the				
			present or		phrasing used to signal a shift in meaning) with				
			support ideas		substantial support.	NO	NO	NO	NA



Part	Mode of	Std	Standard	Prof.	G6 Text			IPT 2	IPT 2
	Communication	No.		Level		IPT I Oral	IPT II Oral	Reading	Writing Test
				_		Test G6	Test G6	Test G6	G6
				Expanding	Explain how well writers and speakers use				
					specific language to present ideas or support				
					arguments and provide detailed evidence (e.g.,				
					showing the clarity of the phrasing used to present		NO	NO	NIA
				Deideine	· · · · · · · · · · · · · · · · · · ·	NO	NO	NO	NA
				Bridging	Explain how well writers and speakers use specific language resources to present ideas or				
					support arguments and provide detailed evidence				
					(e.g., identifying the specific language used to				
					present ideas and claims that are well supported				
					and distinguishing them from those that are not)				
						NO	NO	NO	NA
I	B. Interpretive	8	Analyzing how	Emerging	Explain how phrasing or different common words				2.37
=			writers use	Lineignig	with similar meaning (e.g., choosing to use the				
			vocabulary and		word <i>cheap</i> versus the phrase <i>a good saver</i>)				
			other language			NA	NA	NO	NA
			resources	Expanding	Explain how phrasing, different words with similar				
					meaning (e.g., describing a character as stingy				
					versus economical), or figurative language (e.g.,				
					The room was like a dank cave, littered with food				
					wrappers, soda cans, and piles of laundry)				
					produce shades of meaning and different effects				
						NA	NA	NO	NA
				Bridging	Explain how phrasing, different words with similar				
					meaning (e.g., stingy, economical, frugal, thrifty),				
					or figurative language (e.g., <i>The room was</i>				
					depressed and gloomy. The room was like a dank				
					cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning,				
						NA	NA	NO	NA
1	C. Productive	9	Expressing	Emerging	Plan and deliver brief oral presentations on a	INA	INA	INO	INA
	C. Floudctive	9	information and	Emerging	• • • • • • • • • • • • • • • • • • •	YES	YES	NA	NA
						Partial:	Partial:	INA	IVA
			presentations	Lypanuing	variety of topics and content areas, using details	limited	limited		
					and evidence to support ideas.	length and	length and		
						topics	topics	NA	NA
				Bridging		Partial:	Partial:		
					variety of topics and content areas, using	limited	limited		
						length and	length and		
						topics	topics	NA	NA
	C. Productive	10/10a	Writing literary	Emerging	Write short literary and informational texts (e.g.,				
			and		an argument for protecting the rain forests)	NA	NA	NA	YES



Part	Mode of	Std	Standard	Prof.	G6 Text			IPT 2	IPT 2
	Communication	No.		Level		IPT I Oral Test G6	IPT II Oral Test G6	Reading Test G6	Writing Test G6
			informational		collaboratively (e.g., with peers) and	1000	1000	1330 33	
			texts		independently.				
				Expanding	Write longer literary and informational texts (e.g.,				Partial:
					an argument for protecting the rain forests)				limited
					collaboratively (e.g., with peers) and	N. A.	N1.0	NI A	length and
				Daidaina	independently using appropriate text organization.	NA	NA	NA	complexity
				Bridging	Write longer and more detailed literary and informational texts (e.g., an argument for				
					protecting the rain forests) collaboratively (e.g.,				Partial:
					with peers) and independently using appropriate				limited
					text organization and growing understanding of				length and
						NA	NA	NA	complexity
	C. Productive	10b	Writing literary	Emerging	Write brief summaries of texts and experiences				
			and		using complete sentences and key words (e.g.,				YES; of
			informational			NA	NA	NA	experiences
			texts	Expanding	Write increasingly concise summaries of texts and				Partial:
					experiences using complete sentences and key				limited
					words (e.g., from notes or graphic organizers).	NA	NA	NA	length and complexity
				Bridging	Write clear and coherent summaries of texts and	INA	INA	INA	Partial:
				Driaging	experiences using complete and concise				limited
					sentences and key words (e.g., from notes or				length and
						NA	NA	NA	complexity
	C. Productive	11/11a	Supporting	Emerging	Justify opinions by providing some textual				
			opinions or		evidence (e.g., quoting from the text) or relevant				
			justifying			YES	YES	NA	NO
				Expanding	Justify opinions or persuade others by providing	Partial:	Partial:		
			evaluating others'		relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant	limited length and	limited length and		
			opinions or			topics	topics	NA	NO
				Bridging	Justify opinions or persuade others by providing	ιορίου	topios	147 (110
				Diraging		Partial:	Partial:		
						limited	limited		
					specific textual evidence) or relevant background	length and	length and		
						topics	topics	NA	NO
	C. Productive	11b		na	Express attitude and opinions or temper				
			opinions or		statements with some basic modal expressions	VEC	VEC	NIA	VEC
			justifying arguments and			YES	YES	NA	YES Partial: if
			evaluating	na	Express attitude and opinions or temper statements with a variety of familiar modal				choosing to
			others'		expressions (e.g., <i>maybe/probably</i> , <i>can/could</i> ,				display this
			3		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	YES	YES	NA	in responses



Part	Mode of	Std	Standard	Prof.	G6 Text			IPT 2	IPT 2
	Communication	No.		Level		IPT I Oral Test G6	IPT II Oral Test G6	Reading Test G6	Writing Test G6
			opinions or arguments	na	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might)				Partial: if choosing to display this
						YES	YES	NA	in responses
	C. Productive	12/12a	applying varied and precise vocabulary and	Emerging		YES	YES	NA	YES
				Expanding	Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	YES	YES	NA	YES
				Bridging	Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of	YES	YES	NA	YES
I	C. Productive	12b	Selecting and applying varied	Emerging	Use knowledge of morphology to appropriately	YES	YES	NA	YES
					Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's	YES	YES	NA	YES
			resources	Bridging	Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe → observation, reluctant → reluctantly, produce → production, and so on).	YES	YES	NA	YES
II	A. Structuring Cohesive Texts	1	Understanding text structure and organization based on purpose, text	Emerging	Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	NA	NA	Partial: while answering selected- response questions	YES; one of the scoring criteria
				Expanding	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence)		NA	Partial: while answering selected- response questions	YES; one of the scoring criteria



Part	Mode of	Std	Standard	Prof.	G6 Text			IPT 2	IPT 2
	Communication	No.		Level		IPT I Oral Test G6	IPT II Oral Test G6	Reading Test G6	Writing Test G6
					to comprehending texts and writing texts with increasing cohesion.	Test Go	1031 00	Test 60	
				Bridging	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	NA	NA	Partial: while answering selected- response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	cohesion and how language resources across a text	Emerging		NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
			contribute to the way a text unfolds and flows	Expanding	Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	NA	NA	Partial: while answering selected- response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	cohesion and how language resources across a text	Emerging	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
			contribute to the way a text unfolds and flows	Expanding	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	NA	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing			Partial: while answering selected- response	YES; one of the scoring
					cohesive texts.	NA	NA	questions	criteria



Part	Mode of Communication	Std No.	Standard	Prof. Level	G6 Text	IPT I Oral	IPT II Oral	IPT 2 Reading	IPT 2 Writing Test
		NO.		Levei		Test G6	Test G6	Test G6	G6
II	B. Expanding and Enriching Ideas	3/3a	Using verbs and verb phrases to create precision and clarity in	Emerging	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	YES	YES	NA	YES
			different text types	Expanding	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	YES	YES	NA	YES
				Bridging	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a				
II	B. Expanding	3b	Using verbs	Гизанаіна	variety of topics.	YES	YES	NA	YES
"	and Enriching	30	and verb	Emerging Expanding	na	NA NA	NA NA	NA NA	NA NA
	Ideas		phrases to create precision and clarity in different text types	Bridging	na	NA	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	Using nouns and noun phrases to expand ideas	Emerging	Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	YES	NA	Partial: if choosing to display this in responses
			and provide more detail	Expanding	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.		YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	YES	YES	NA	Partial: if choosing to display this in responses



Part	Mode of	Std	Standard	Prof.	G6 Text			IPT 2	IPT 2
	Communication	No.		Level		IPT I Oral	IPT II Oral	Reading	Writing Test
						Test G6	Test G6	Test G6	G6
Ш	B. Expanding	5	Modifying to	Emerging	Expand sentences with simple adverbials (e.g.,				Partial: if
	and Enriching		add details to		adverbs, adverb phrases, prepositional phrases)				choosing to
	Ideas		provide more		to provide details (e.g., time, manner, place,				display this
			information and			YES	YES	NA	in responses
			create	Expanding	Expand sentences with an increasing variety of				
			precision		adverbials (e.g., adverbs, adverb phrases,				Partial: if
					prepositional phrases) to provide details (e.g.,				choosing to
					time, manner, place, cause) about a familiar or				display this
					, ,	YES	YES	NA	in responses
				Bridging	Expand sentences with a variety of adverbials				D (1) (1
					(e.g., adverbs, adverb phrases and clauses,				Partial: if
					prepositional phrases) to provide details (e.g.,				choosing to
					time, manner, place, cause) about a variety of familiar and new activities and processes.	YES	YES	NA	display this
Ш	C. Connecting	6	Connecting	F	Combine clauses in a few basic ways to make	150	TES	INA	in responses Partial: if
"	and Condensing	O	ideas within	Emerging	connections between and join ideas (e.g., creating				choosing to
	Ideas		sentences by		compound sentences using and, but, so).				display this
	lucas		combining			YES	YES	NA	in responses
				Evnanding	Combine clauses in an increasing variety of ways	120	120	147 (птеоропосо
				LAPARIATING	(e.g., creating compound and complex sentences)				
					to make connections between and join ideas, for				
					example, to express a reason (e.g., He stayed at				Partial: if
					home on Sunday to study for Monday's exam) or				choosing to
					to make a concession (e.g., She studied all night				display this
					<u> </u>	YES	YES	NA	in responses
				Bridging	Combine clauses in a wide variety of ways (e.g.,				
					creating compound and complex sentences) to				
					make connections between and join ideas, for				
					example, to express a reason (e.g., He stayed at				
					home on Sunday because he had an exam on				
					Monday), to make a concession (e.g., She studied				Danis de la
					all night even though she wasn't feeling well), or to link two ideas that happen at the same time				Partial: if
					(e.g., The students worked in groups while their				choosing to display this
						YES	YES	NA	in responses
II	C. Connecting	7	Condensing	Emorging	Condense ideas in simple ways (e.g., by	120	1 20	14/7	iii responses
''	and Condensing	'	ideas within	Emerging	compounding verbs, adding prepositional				
	Ideas		sentences		phrases, or through simple embedded clauses or				
			using a variety			Partial: if			Partial: if
			of language		about a girl. The girl changed the world. → This is				choosing to
			resources			display this			display this
						in responses	YES	NA	in responses



Part	Mode of	Std	Standard	Prof.	G6 Text			IPT 2	IPT 2
	Communication	No.		Level		IPT I Oral Test G6	IPT II Oral Test G6	Reading Test G6	Writing Test G6
				Expanding	foods that are made without chemical fertilizers or insecticides) to create precise and detailed	Partial: if choosing to display this in responses	YES	NA	Partial: if choosing to display this in responses
				Bridging	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died → The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.	Partial: if choosing to display this in responses	YES	NA	Partial: if choosing to display this in responses



Appendix H. Grade 7 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

	Mode of		Standard			IPT II Oral Test		IPT 3 Writing
	Communication	No.		Level		G 7	Test G7	Test G7
I	A. Collaborative	1	Exchanging information and ideas via oral communication	- 0 0	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	YES	NA	NA
				Expanding	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and	Partial: interacting with	NA	NA
					following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	- 0 0	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
				, ,		NA	NA	Partial: Independent work on paper or online
				Ç Ç	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
I	A. Collaborative	3	opinions and negotiating with or persuading		learned phrases (e.g., I think , Would you please repeat that?) and open responses.	Partial: interacting with examiner	NA	NA
					phrases (I agree with X, but), and open responses.	Partial: interacting with examiner	NA	NA
					I haven't thought about that before), and open	Partial: interacting with examiner	NA	NA



Part	Mode of	Std	Standard	Prof.	G7 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing										
	Communication	No.		Level		G7	Test G7	Test G7										
I	A. Collaborative	4	Adapting language choices to		Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	NO	NA	NO										
			various contexts		Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	NO	NA	NO										
					Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	NO	NA	NO										
I	B. Interpretive	5	Listening actively and asking or		Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA										
			questions about what was		Demonstrate active listening in oral presentation activities by asking and answering de-tailed questions, with occasional prompting and moderate support.	YES	NA	NA										
		0/0			Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	YES	NA	NA										
	B. Interpretive	6/6a	closely and explaining interpretations and ideas from		Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA										
							reading	reading	reading		reading	reading	reading	reading		Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions
							Bridging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA							
I	B. Interpretive	6b	Reading closely and explaining interpretations	- 0 0	Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).	NA	Partial: answer selected-response questions	NA										
				and ideas from		Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).	NA	Partial: answer selected-response questions	NA									



Part	Mode of	Std	Standard	Prof.	G7 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G7	Test G7	Test G7
				Bridging	Express inferences and conclusions drawn based on		Partial: answer	
					close reading of grade-level texts and viewing of		selected-	
					multimedia using a variety of precise academic verbs		response	
					(e.g., indicates that, influences).	NA	questions	NA
ı	B. Interpretive	6c	Reading	Emerging	Use knowledge of morphology (e.g., affixes, roots,		Partial: while	
			closely and		and base words), context, reference materials, and		answering	
			explaining		visual cues to determine the meaning of unknown and		selected-	
			interpretations		multiple-meaning words on familiar topics.		response	
			and ideas from			NA	questions	NA
			reading	Expanding	Use knowledge of morphology (e.g., affixes, roots,		Partial: while	
					and base words), context, reference materials, and		answering	
					visual cues to determine the meaning of unknown and		selected-	
					multiple-meaning words on familiar and new topics.		response	
						NA	questions	NA
				Bridging	Use knowledge of morphology (e.g., affixes, roots,		Partial: while	
					and base words), context, reference materials, and		answering	
					visual cues to determine the meaning, including		selected-	
					figurative and connotative meanings, of unknown and		response	
	D 1 ()				multiple-meaning words on a variety of new topics.	NA	questions	NA
ı	B. Interpretive	7	Evaluating how	Emerging	Explain how well writers and speakers use language			
			well writers and		to support ideas and arguments with detailed			
			speakers use		evidence (e.g., identifying the precise vocabulary used			
			language to		to present evidence, or the phrasing used to signal a			
			present or		shift in meaning) when provided with substantial	NO	NO	NIA
			support ideas		support.	NO	NO	NA
l				Expanding	Explain how well writers and speakers use specific			
					language to present ideas of support arguments and			
					provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when			
					provided with moderate support.	NO	NO	NA
				Bridging	Explain how well writers and speakers use specific	INO	INO	111/7
				Bridging	language resources to present ideas or support			
					arguments and provide detailed evidence (e.g.,			
					identifying the specific language used to present ideas			
					and claims that are well supported and distinguishing			
					them from those that are not) when provided with light			
					support.	NO	NO	NA
-	B. Interpretive	8	Analyzing how		Explain how phrasing or different common words with			1 3/ 3
'	D. Interpretive	3	writers use	rineiging	similar meaning (e.g., choosing to use the word <i>polite</i>			
			vocabulary and		versus <i>good</i>) produce different effects on the			
			other language			NA	NO	NA
				Evnanding	Explain how phrasing, different words with similar			,
				LAPUTIUM	meaning (e.g., describing a character as diplomatic			
					versus respectful) or figurative language (e.g., The	NA	NO	NA
					Troidad reopeoliai, or rigarative lariguage (e.g., The	I V V		. v .



	Mode of	Std	Standard	Prof.	G7 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing	
	Communication	No.		Level		G7	Test G7	Test G7	
					wind blew through the valley like a furnace) produce shades of meaning and different effects on the audence.				
					Explain how phrasing, different words with similar meaning (e.g., refined-respectful- polite-diplomatic), or figurative language (e.g., The wind whispered through the night) produce shades of meaning, nuances, and different effects on the audience.	NA	NO	NA	
I	C. Productive		information and ideas in oral	- 0 0	Plan and deliver brief informative oral presentations on familiar topics.		NA	NA	
					of topics, using details and evidence to support ideas.	Partial: limited length and topics	NA	NA	
					Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing under- standing of register.	Partial: limited length and topics	NA	NA	
I	C. Productive	10/10a	and informational		Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.	NA	NA	YES	
			texts	exts		Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.	NA	NA	Partial: limited length and complexity
					Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity	
I	C. Productive		and informational	- 0 0	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences	
			texts		Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity	
						NA	NA	Partial: limited length and complexity	
I	C. Productive		Supporting opinions or justifying	0 0	Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	YES	NA	NO	



	Mode of	Std	Standard	Prof.	G7 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G7	Test G7	Test G7
				Expanding	Justify opinions or persuade others by providing	Partial: limited		
			evaluating		relevant textual evidence or relevant background	length and		
			others'		knowledge, with moderate support.	topics	NA	NO
					Justify opinions or persuade others by providing	Partial: limited		
			arguments		detailed and relevant textual evidence or relevant	length and		
					background knowledge, with light support.	topics	NA	NO
I	C. Productive	11b	Supporting		Express attitude and opinions or temper statements			
			opinions or		with familiar modal expressions (e.g., can, may).	YES	NA	YES
					Express attitude and opinions or temper statements			Partial: if
			arguments and		with a variety of familiar modal expressions (e.g.,			choosing to
			evaluating		possibly/likely, could/ would/should).	VE0		display this in
			others'			YES	NA	responses
					Express attitude and opinions or temper statements			Partial: if
			arguments		with nuanced modal expressions (e.g.,			choosing to
					possibly/potentially/absolutely, should/might).	VE0		display this in
	0.0.1.1	40/40	0 1 11			YES	NA	responses
ı	C. Productive	12/12a	Selecting and		Use a select number of general academic words (e.g.,			
			applying varied		cycle, alternative) and domain-specific words (e.g.,			
			and precise		scene, chapter, paragraph, cell) to create some	VEO	L	VEO
			vocabulary and		precision while speaking and writing.	YES	NA	YES
					Use a growing set of academic words (e.g., cycle,			
			language		alternative, indicate, process), domain-specific words			
			resources		(e.g., scene, soliloquy, sonnet, friction, monarchy,			
					fraction), synonyms, and antonyms to create precision	YES	NA	YES
					and shades of meaning while speaking and writing. Use an expanded set of general academic words	TES	INA	TES
					(e.g., cycle, alternative, indicate, process, emphasize,			
					illustrate), domain-specific words (e.g., scene, solilo-			
					quy, sonnet, friction, monarchy, fraction), synonyms,			
					antonyms, and figurative language to create precision			
					and shades of meaning while speaking and writing.	YES	NA	YES
<u> </u>	C. Productive	12b	Selecting and		Use knowledge of morphology to appropriately select	160	INA	120
•	O. 1 Toddotive	120	applying varied		affixes in basic ways (e.g., She likes X. He walked to			
			and precise		school).	YES	NA	YES
			•		Use knowledge of morphology to appropriately select	1.20	1 1/1	0
			other		affixes in a growing number of ways to manipulate			
			language		language (e.g., She likes walking to school. That's			
			resources		impossible).	YES	NA	YES
					Use knowledge of morphology to appropriately select	123		
					affixes in a variety of ways to manipulate language			
					(e.g., changing destroy destruction, probably proba-			
					bility, reluctant reluctantly).	YES	NA	YES
Ш	A. Structuring	1	Understanding		Apply understanding of how different text types are		Partial: while	YES; one of the
	Cohesive Texts	•	text structure	Linerging		NA	answering	scoring criteria



Part	Mode of	Std	Standard	Prof.	G7 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G7	Test G7	Test G7
			and		organized sequentially) to comprehending texts and to		selected-	
			organization		writing brief arguments, informative/explanatory texts		response	
			based on		and narratives.		questions	
			purpose, text		Apply understanding of the organizational features of			
			type, and		different text types (e.g., how narratives are organized			
			discipline		by an event sequence that unfolds naturally versus		Partial: while	
					how arguments are organized around reasons and		answering	
					evidence) to comprehending texts and to writing		selected-	
					increasingly clear and coherent arguments,		response	YES; one of the
					informative/explanatory texts and narratives.	NA	questions	scoring criteria
					Apply understanding of the organizational structure of			
					different text types (e.g., how narratives are organized			
					by an event sequence that unfolds naturally versus		Partial: while	
					how arguments are organized around reasons and		answering	
					evidence) to comprehending texts and to writing clear		selected-	
					and cohesive arguments, in- formative/explanatory		response	YES; one of the
					texts and narratives.	NA	questions	scoring criteria
	A. Structuring	2/2a			Apply knowledge of familiar language resources for		Partial: while	
	Cohesive Texts	2/2a	cohesion and		referring to make texts more cohesive (e.g., how		answering	
		2/2a	how language		pronouns refer back to nouns in text) to		selected-	
			resources		comprehending texts and writing brief texts.		response	YES; one of the
			across a text			NA	questions	scoring criteria
			contribute to		Apply knowledge of familiar language resources for		Partial: while	
			the way a text		referring to make texts more cohesive (e.g., how		answering	
			unfolds and		pronouns refer back to nouns in text, how using		selected-	
			flows		synonyms helps avoid repetition) to comprehending		response	YES; one of the
					texts and writing texts with increasing cohesion.	NA	questions	scoring criteria
				Bridging	Apply knowledge of familiar language resources for		Partial: while	
					referring to make texts more cohesive (e.g., how		answering	
					pronouns, synonyms, or nominalizations are used to		selected-	
					refer backward in a text) to comprehending texts and		response	YES; one of the
					writing cohesive texts.	NA	questions	scoring criteria
II .	A. Structuring	2b	Understanding	Emerging	Apply basic understanding of how ideas, events, or		Partial: while	
	Cohesive Texts		cohesion and	0 0	reasons are linked throughout a text using everyday		answering	
			how language		connecting words or phrases (e.g., at the end, next) to		selected-	
			resources		comprehending texts and writing brief texts.		response	YES; one of the
			across a text			NA	questions	scoring criteria
				Expanding	Apply growing understanding of how ideas, events, or		Partial: while	
			the way a text		reasons are linked throughout a text using a variety of		answering	
			unfolds and		connecting words or phrases (e.g., for example, as a		selected-	
			flows		result, on the other hand) to comprehending texts and		response	YES; one of the
					writing texts with increasing cohesion.	NA	questions	scoring criteria
					Apply increasing understanding of how ideas, events,		Partial: while	YES; one of the
			I			NA		0, 00 0. 0.0



Part	Mode of	Std	Standard	Prof.	G7 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G7	Test G7	Test G7
					increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending texts and writing texts with increasing cohesion.		selected- response questions	
II	B. Expanding and Enriching Ideas	3/3a	Using verbs and verb phrases to create precision and clarity in different text		Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect)	YES	NA	YES
			types	Bridging	appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics. Use a variety of verbs in different tenses (e.g.,	YES	NA	YES
				Bridging	present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	YES	NA	YES
Ш	B. Expanding	3b	Using verbs	Emerging	na	NA	NA	NA
	and Enriching		and verb	Expanding	na	NA	NA	NA
	Ideas		phrases to create precision and clarity in different text types	Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	Using nouns and noun phrases to expand ideas	Emerging	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things.	YES	NA	Partial: if choosing to display this in responses
			and provide more detail		Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.	YES	NA	Partial: if choosing to display this in responses
=	B. Expanding and Enriching Ideas	5	Modifying to add details to provide more information and		Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	YES	NA	Partial: if choosing to display this in responses



Part	Mode of	Std	Standard		G7 Text	IPT II Oral Test		IPT 3 Writing
	Communication	No.		Level		G7	Test G7	Test G7
			create precision		Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	6	Connecting ideas within sentences by combining	Emerging	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so; creating complex sentences using because).	YES	NA	Partial: if choosing to display this in responses
			clauses	Expanding	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).		NA	Partial: if choosing to display this in responses
				Bridging	Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound—complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).	YES	NA	Partial: if choosing to display this in responses
II	C. Connecting and Condensing Ideas	7	Condensing ideas within sentences using a variety of language resources	Emerging	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world → This is a story about a girl who changed the world) to create precise and detailed sentences.	YES	NA	Partial: if choosing to display this in responses
					Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.	YES	NA	Partial: if choosing to display this in responses



Part	Mode of	Std	Standard	Prof.	G7 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G7	Test G7	Test G7
				Bridging	Condense ideas in a variety of ways (e.g., through			
					various types of embedded clauses, ways of			
					condensing, and nominal- ization as in, They			Partial: if
					destroyed the rain forest. Lots of animals died The			choosing to
					destruction of the rainforest led to the death of many			display this in
					animals) to create precise and detailed sentences.	YES	NA	responses



Appendix I. Grade 8 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Dart	Mode of	Std	Standard	Prof.	G8 Text	IPT II Oral Test	IDT 3 Poading	IPT 3 Writing
rait	Communication	No.	Stanuaru	Level	Go Text	G8	Test G8	Test G8
I	A. Collaborative	1	Exchanging information and ideas via oral	Emerging	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yesno and wh- questions and responding using simple		1031 00	Test ou
			communication		phrases.	YES	NA	NA
			and conversations	Expanding	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphras- ing key ideas.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	- 0 0	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
				Expanding	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
				Bridging	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	NA	NA	Partial: Independent work on paper or online
I	A. Collaborative	3	Offering opinions and negotiating with or		clarifcation) using learned phrases (e.g., <i>I think</i> Would you please repeat that?) and open responses.	Partial: interacting with examiner	NA	NA
			persuading others		, , , , , , , , , , , , , , , , , , ,	Partial: interacting with examiner	NA	NA
				Bridging	Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g.,I heard you say X, and that's a good point. I still think Y, though, because) and open responses.	Partial: interacting with examiner	NA	NA
I	A. Collaborative	4	Adapting language choices to	Emerging	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g.,	NO	NA	NO



Part	Mode of	Std	Standard	Prof.	G8 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing		
	Communication	No.		Level		G8	Test G8	Test G8		
			various contexts		Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	NO	NA	NO		
					Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	NO	NA	NO		
I	B. Interpretive	5	Listening actively and asking or	- 0 0	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	YES	NA	NA		
			answering questions about what	answering questions about what	questions about what		Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	YES	NA	NA
1	D. Interpretive	6/60	heard Reading		Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	YES	NA	NA		
I	B. Interpretive	6/6a	closely and explaining interpretations and ideas from reading	3 3	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	NA	Partial: answer selected-response questions	NA		
				eading Expanding	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	NA	Partial: answer selected-response questions	NA		
				Bridging	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	NA	Partial: answer selected-response questions	NA		
-	B. Interpretive	6b	Reading closely and explaining interpretations	3 0	Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).	NA	Partial: answer selected-response questions	NA		
			and ideas from Exp			NA	Partial: answer selected-response questions	NA		
				0 0	Express inferences and conclusions drawn based on close reading of grade- level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).	NA	Partial: answer selected-response questions	NA		



Part	Mode of	Std	Standard	Prof.	G8 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G8	Test G8	Test G8
ı	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from	0 0	Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.		Partial: while answering selected- response questions	NA
					Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new		Partial: while answering selected- response questions	NA
					Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.		Partial: while answering selected- response questions	NA
ı	B. Interpretive	7	Evaluating how well writers and speakers use language to present or		Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial			
			support ideas	Expanding	support. Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.		NO NO	NA NA
				Bridging	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	NO	NO	NA
	B. Interpretive	8	writers use vocabulary and other language	3 3		NA	NO	NA
			resources		Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus persistent) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning and different effects on the audience.	NA	NO	NA
				Bridging	Explain how phrasing or different words with similar		NO	NA NA



Part	Mode of	Std	Standard	Prof.	G8 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G8	Test G8	Test G8
					versus say) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning, nuances, and different effects on the audience.			
I	C. Productive		information and ideas in oral	3 3	Plan and deliver brief informative oral presentations on concrete topics.		NA	NA
			presentations	Expanding	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	length and	NA	NA
					Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.	Partial: limited length and topics	NA	NA
I	C. Productive		Writing literary and informational texts	Emerging	Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.		NA	YES
				Expanding	Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.		NA	Partial: limited length and complexity
					Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
I	C. Productive		Writing literary and informational	Emerging	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
			texts		Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
				3 3	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive		opinions or justifying	Emerging	Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	YES	NA	NO
			arguments and evaluating others'		Justify opinions or persuade others by providing relevant textual evidence or rele- vant background knowledge, with moderate support.	Partial: limited length and topics	NA	NO



Part	Mode of	Std	Standard	Prof.	G8 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G8	Test G8	Test G8
					Justify opinions or persuade others by providing	Partial: limited		
			arguments		detailed and relevant textual evidence or relevant	length and		
					background knowl- edge, with light support.	topics	NA	NO
l	C. Productive	11b	Supporting		Express attitude and opinions or temper statements			
			opinions or		with familiar modal expressions (e.g., can, may).	YES	NA	YES
					Express attitude and opinions or temper statements			Partial: if
			arguments and		with a variety of familiar modal expressions (e.g.,			choosing to
			evaluating others'		possibly/likely, could/ would).	VEC	NIA	display this in
					Everyone attitude and enimione on temporal statements	YES	NA	responses Partial: if
					Express attitude and opinions or temper statements			
			arguments		with nuanced modal expressions (e.g.,			choosing to
					potentially/certainly/absolutely, should/might).	VEC	NIA	display this in
	C. Dradustina	10/10-	Calaatina and		lles a calent mumber of general academic words (a.g.	YES	NA	responses
ı	C. Productive	12/12a	Selecting and		Use a select number of general academic words (e.g., specific, contrast) and domain-specific words (e.g.,			
			applying varied and precise		scene, cell, fraction) to create some precision while			
			vocabulary and		speaking and writing.	YES	NA	YES
					Use a growing set of academic words (e.g., specific,	TLO	INA	TLO
			language		contrast, significant, func- tion), domain-specific words			
			resources		(e.g., scene, irony, suspense, analogy, cell			
			100001000		membrane, fraction), synonyms, and antonyms to			
					create precision and shades of meaning while			
					speaking and writing.	YES	NA	YES
					Use an expanded set of general academic words			
					(e.g., specific, contrast, significant, function, adequate,			
					analysis), domain-specific words (e.g., scene, irony,			
					suspense, analogy, cell membrane, frac-tion),			
					synonyms, antonyms, and figurative language to			
					create precision and shades of meaning while			
					speaking and writing.	YES	NA	YES
I	C. Productive	12b	Selecting and	Emerging	Use knowledge of morphology to appropriately select			
			applying varied		affixes in basic ways (e.g., She likes X. He walked to			
			and precise		school).	YES	NA	YES
			vocabulary and	Expanding	Use knowledge of morphology to appropriately select			
			other		affixes in a growing number of ways to manipulate			
			language		language (e.g., She likes walking to school. That's			
			resources			YES	NA	YES
					Use knowledge of morphology to appropriately select			
		1			affixes in a variety of ways to manipulate language			
		1			(e.g., changing destroy destruction, probably			
					probability, reluctant reluctantly).		NA	YES
Ш	A. Structuring	1			Apply understanding of how different text types are		Partial: while	\/T0
	Cohesive Texts	1	text structure		organized to express ideas (e.g., how narratives are		answering	YES; one of the
1			and		organized sequentially) to comprehending texts and to	NA	selected-	scoring criteria



Part	Mode of	Std	Standard	Prof.	G8 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G8	Test G8	Test G8
			organization		writing brief arguments, informative/explanatory texts		response	
			based on		and narratives.		questions	
			purpose, text		Apply understanding of the organizational features of			
			type, and		different text types (e.g., how narratives are organized			
			discipline		by an event sequence that unfolds naturally versus		Partial: while	
					how arguments are organized around reasons and		answering	
					evidence) to comprehending texts and to writing		selected-	
					increasingly clear and coherent arguments,		response	YES; one of the
					informative/explanatory texts and narratives.	NA	questions	scoring criteria
				0 0	Apply understanding of the organizational structure of			
					different text types (e.g., how narratives are organized		5 (1) 1 1 1	
					by an event sequence that unfolds naturally versus		Partial: while	
					how arguments are organized around reasons and		answering	
					evidence) to comprehending texts and to writing clear		selected-	VEO
					and cohesive arguments, informative/explanatory	N I A	response	YES; one of the
	A 01 - 1 - 1 - 1	0/0-	I I and a section of Pro-		texts and narratives.	NA	questions	scoring criteria
II	A. Structuring	2/2a			Apply knowledge of familiar language resources for		Partial: while	
	Cohesive Texts		cohesion and		referring to make texts more cohesive (e.g., how		answering	
		2/2a	how language		pronouns refer back to nouns in text) to		selected-	VEC. one of the
			resources across a text		comprehending and writing brief texts.	NA	response questions	YES; one of the
			contribute to	C	Apply knowledge of familiar language resources for		Partial: while	scoring criteria
			the way a text		referring to make texts more cohesive (e.g., how		answering	
			unfolds and		pronouns refer back to nouns in text, how using		selected-	
			flows		synonyms helps avoid repetition) to comprehending		response	YES; one of the
			liows		and writing texts with increasing cohesion.	NA	questions	scoring criteria
					Apply knowledge of familiar language resources for	INA	Partial: while	Scoring Criteria
					referring to make texts more cohesive (e.g., how		answering	
					pronouns, synonyms, or nominalizations are used to		selected-	
					refer backward in a text) to comprehending texts and		response	YES; one of the
					writing cohesive texts.	NA	questions	scoring criteria
Ш	A. Structuring	2b	Understanding		Apply basic understanding of how ideas, events, or		Partial: while	coorning critoria
	Cohesive Texts		cohesion and		reasons are linked throughout a text using everyday		answering	
	Concerto Toxic		how language		connecting words or phrases (e.g., at the end, next) to		selected-	
			resources		comprehending and writing brief texts.		response	YES; one of the
			across a text		gon, prononang and mang one to to	NA	questions	scoring criteria
				Expanding	Apply growing understanding of how ideas, events, or		Partial: while	
			the way a text		reasons are linked throughout a text using a variety of		answering	
			unfolds and		connect- ing words or phrases (e.g., for example, as a		selected-	
			flows		result, on the other hand) to comprehending and		response	YES; one of the
					writing texts with increasing cohesion.	NA	questions	scoring criteria
					Apply increasing understanding of how ideas, events,		Partial: while	
					or reasons are linked throughout a text using an		answering	YES; one of the
						NA	selected-	scoring criteria



Part	Mode of	Std	Standard	Prof.	G8 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G8	Test G8	Test G8
					transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending and writing texts with increasing cohesion.		response questions	
l II	B. Expanding and Enriching Ideas	3/3a	Using verbs and verb phrases to create precision and	Emerging	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	YES	NA	YES
	dit	different text types	Expanding	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	YES	NA	YES	
				Bridging	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progres- sive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.	YES	NA	YES
II	B. Expanding	3b	Using verbs	Emerging	na	NA	NA	NA
	and Enriching		and verb	Expanding	na	NA	NA	NA
	ldeas		phrases to create precision and clarity in different text types	Bridging	na	NA	NA	NA
II	B. Expanding and Enriching Ideas	4	Using nouns and noun phrases to expand ideas	Emerging	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES		Partial: if choosing to display this in responses
			and provide more detail	Expanding	Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
				Bridging	Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	YES	NA	Partial: if choosing to display this in responses
II		5	Modifying to add details to	Emerging	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to	YES		Partial: if choosing to



Part	Mode of	Std	Standard	Prof.	G8 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G8	Test G8	Test G8
	B. Expanding		provide more		provide details (e.g., time, manner, place, cause)			display this in
	and Enriching		information and		about a familiar activity or process.			responses
	Ideas		create	Expanding	Expand sentences with adverbials (e.g., adverbs,			Partial: if
			precision		adverb phrases, prepositional phrases) to provide			choosing to
					details (e.g., time, manner, place, cause) about a			display this in
					familiar or new activity or process.	YES	NA	responses
					Expand sentences with increasingly complex			
					adverbials (e.g., adverbs, adverb phrases and			Partial: if
					clauses, prepositional phrases) to provide details			choosing to
					(e.g., time, manner, place, cause) about a variety of	\ - -0		display this in
					familiar and new activities and processes.	YES	NA	responses
II	C. Connecting	6			Combine clauses in a few basic ways to make			Partial: if
	and Condensing		ideas within		connections between and join ideas (e.g., creating			choosing to
	Ideas		sentences by		compound sentences using and, but, so; creating	\ - -0		display this in
			combining		complex sentences using because).	YES	NA	responses
			clauses		Combine clauses in an increasing variety of ways			
					(e.g., creating compound and complex sentences) to			
					make connections between and join ideas, for			D (1 1 16
					example, to express a reason (e.g., He stayed at			Partial: if
					home on Sunday to study for Monday's exam) or to			choosing to
					make a concession (e.g., She studied all night even	VE0	A 1 A	display this in
					though she wasn't feeling well).	YES	NA	responses
					Combine clauses in a wide variety of ways (e.g.,			
					creating compound and complex sentences, and			
					compound-complex sentences) to make connections			
					between and join ideas, for example, to show the			
					relationship between multiple events or ideas (e.g.,			
					After eating lunch, the students worked in groups			Partial: if
					while their teacher walked around the room) or to			choosing to
					evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this			display this in
					claim).	YES	NA	responses
Ш	C. Connecting	7	Condensing		Condense ideas in simple ways (e.g., by	120	IN/3	1030011303
"	and Condensing	,	ideas within		compounding verbs, adding prepositional phrases, or			
	Ideas		sentences		through simple embedded clauses or other ways of			
	lucas		using a variety		condensing as in, This is a story about a girl. The girl			Partial: if
			of language		changed the world. → This is a story about a girl. The girl			choosing to
			resources		changed the world) to create precise and detailed			display this in
			100001000		sentences.	YES	NA	responses
					Condense ideas in an increasing variety of ways (e.g.,	1.20	101	гоороносо
					through various types of embed- ded clauses and			Partial: if
					other ways of condensing, as in, Organic vegetables			choosing to
					are food. They're made without chemical fertilizers.			display this in
					They're made without chemical insecticides. Organic	YES	NA	responses
					They is made without chemical insecticides. Organic	120	14/7	responses



Part	Mode of	Std	Standard	Prof.	G8 Text	IPT I	I Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G8		Test G8	Test G8
					vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and				
					detailed sentences.				
					Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of				
					condensing, and nominal- ization as in, They				Partial: if
					destroyed the rain forest.Lots of animals died. The				choosing to
					destruction of the rain forest led to the death of many				display this in
					animals) to create precise and detailed sentences.	YES		NA	responses



Appendix J. Grades 9-10 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of	Std	Standard	Prof.	G9-10 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
lait	Communication	No.	Otandard	Level	OS-10 TCAL	G9-10	Test G9-10	Test G9-10
I	A. Collaborative	1	Exchanging information and ideas via oral communication and	Emerging	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and whquestions and responding using phrases and short sentences.	YES	NA	NA
			conversations	Expanding	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turntaking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Partial: interacting with examiner	NA	NA
				Bridging	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turntaking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	Partial: interacting with examiner; limited length, topics & roles	NA	NA
I	A. Collaborative	2	written English (print and multimedia)		Collaborate with peers to engage in short, grade- appropriate written exchanges and writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
				Expanding	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
				Bridging	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
I	A. Collaborative	3	Offering opinions and negotiating with or	Emerging	Negotiate with or persuade others in conversations using learned phrases (e.g., Would you say that again? I think), as well as open responses to express and defend opinions	Partial: interacting with examiner	NA	NA
			persuading others	Expanding	Negotiate with or persuade others in conversations (e.g., to provide counter- arguments) using a growing number of learned phrases (I see your point, but) and open responses to express and defend nuanced opinions.	Partial: interacting with examiner	NA	NA
				Bridging	Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then	Partial: interacting with examiner	NA	NA



Part	Mode of	Std	Standard		G9-10 Text	IPT II Oral Test		IPT 3 Writing	
	Communication	No.		Level	politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before. However), and open responses to express and defend nuanced opinions	G9-10	Test G9-10	Test G9-10	
Ι	A. Collaborative	4	Adapting language choices to various	Emerging Expanding	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers). Adjust language choices according to the context	NO	NA	NO	
			contexts		(e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer). Adjust language choices according to the task (e.g.,	NO	NA	NO	
					group presentation of research project), context (e.g., classroom, commu- nity), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	NO	NA	NO	
I	B. Interpretive	5	Listening actively and asking or answering	Emerging	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	YES	NA	NA	
			questions about what was heard		Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	YES	NA	NA	
				Bridging	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.	YES	NA	NA	
I	B. Interpretive	6/6a		Reading closely and explaining interpretations and ideas from reading	3 3	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words.		Partial: answer selected-response questions	NA
				Expanding	Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety		Partial: answer selected-response questions	NA	



	Mode of	Std	Standard		G9-10 Text	IPT II Oral Test		IPT 3 Writing
	Communication	No.		Level		G9-10	Test G9-10	Test G9-10
					and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain- specific words.			
					Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multi- media formats, using a variety of detailed sentences and a range of general academic and domain-specific words.	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	closely and explaining interpretations	- 0 0	Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multi- media using familiar verbs (e.g., seems that).	NA	Partial: answer selected-response questions	NA
			and ideas from reading			NA	Partial: answer selected-response questions	NA
				0 0	Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).	NA	Partial: answer selected-response questions	NA
ı	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from	- 0 0	Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	NA	Partial: while answering selected-response questions	NA
			reading		Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	NA	Partial: while answering selected-response questions	NA
					Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiplemeaning words on a variety of new topics.		Partial: while answering selected-response questions	NA
Ī	B. Interpretive	7	Evaluating how well writers and speakers use language to present or support ideas		Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other spe- cific effects, with substantial support.	NO	NO	NA



Part	Mode of	Std	Standard	Prof.	G9-10 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G9-10	Test G9-10	Test G9-10
					Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	NO	NO	NA
				Bridging	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	NO	NO	NA NA
I	B. Interpretive	8	Analyzing how writers use vocabulary and other language	Emerging	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances and different effects on the audience.	NA	NO	NA
					Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or char- acter) produces nuances and different effects on the audience.	NA	NO	NA
					Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.	NA	NO	NA
I	C. Productive	9	Expressing information and ideas in oral		Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Partial: limited length and topics	NA	NA
			presentations		Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understand- ing of register.	Partial: limited length and topics	NA	NA
				Bridging	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.	Partial: limited length and topics	NA	NA
I	C. Productive	10/10a	Writing literary and		Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently	NA	NA	YES



Part	Mode of	Std	Standard	Prof.	G9-10 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G9-10	Test G9-10	Test G9-10
			informational texts		Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.		NA	Partial: limited length and complexity
					Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational	Emerging	Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).		NA	YES; of experiences
					\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	NA	NA	Partial: limited length and complexity
				3	Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	opinions or justifying	5 5	Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.		NA	NO
			evaluating others'		making connections between ideas and articulating relevant textual evidence or background knowledge.	Partial: limited length and topics	NA	NO
			opinions or arguments		textual evidence or background knowledge, using appropriate register.	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or			YES	NA	YES
			justifying arguments and evaluating others'		Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/ would).	YES	NA	Partial: if choosing to display this in responses
			opinions or arguments		Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/potentially/ certainly/ absolutely, should/might).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and	5 5	Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., characterization, photo- synthesis, society, quadratic functions) words to create clear spoken and written texts.		NA	YES



Part	Mode of	Std	Standard	Prof.	G9-10 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing		
	Communication	No.		Level		G9-10	Test G9-10	Test G9-10		
		la	other language resources		Use an increasing variety of grade- appropriate general academic (e.g., dominate, environment) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	YES	NA	YES		
					Use a variety of grade-appropriate general (e.g., anticipate, transaction) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.		NA	YES		
I	C. Productive	12b	Selecting and applying varied	Emerging	Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	YES	NA	YES		
		other language	and precise vocabulary and other	and precise vocabulary and other	and precise vocabulary and other	Expanding	Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or unbranched).		NA	YES
			resources		Use knowledge of morphology to appro- priately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly).	YES	NA	YES		
II	A. Structuring Cohesive Texts	1	Understanding text structure and organization based on purpose, text		Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.		Partial: while answering selected- response questions	YES; one of the scoring criteria		
		ty	purpose, text type, and discipline	Expanding	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.		Partial: while answering selected-response questions	YES; one of the scoring criteria		
					Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.		Partial: while answering selected-response questions	YES; one of the scoring criteria		



Part	Mode of	Std	Standard	Prof.	G9-10 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing		
	Communication	No.		Level			Test G9-10	Test G9-10		
II	A. Structuring Cohesive Texts	2/2a 2/2a 2/2a	Understanding cohesion and how language resources across a text	0 0	Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.		Partial: while answering selected- response questions	YES; one of the scoring criteria		
		th u	contribute to the way a text unfolds and flows		Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific		Partial: while answering selected- response questions	YES; one of the scoring criteria		
						Bridging	a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
II	A. Structuring Cohesive Texts	2b	Understanding cohesion and how language resources across a text	- 5 5			Partial: while answering selected-response questions	YES; one of the scoring criteria		
			contribute to the way a text unfolds and flows		Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.		Partial: while answering selected- response questions	YES; one of the scoring criteria		
				Bridgii	Bridging	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as on the contrary, in addition, moreover) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.		Partial: while answering selected-response questions	YES; one of the scoring criteria	
II	B. Expanding and Enriching Ideas	3/3a	Using verbs and verb phrases to create	- 0 0	Use a variety of verbs in different tenses (e.g., past, present, future, simple, pro- gressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	YES	NA	YES		
			c c	precision and clarity in different text types	precision and clarity in different text	Expanding	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progres- sive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize			YES



	Mode of	Std	Standard		G9-10 Text	IPT II Oral Test		IPT 3 Writing
	Communication	No.		Level		G9-10	Test G9-10	Test G9-10
					Use a variety of verbs in different tenses (e.g., past,			
					present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type			
					and discipline to create a variety of texts that describe			
					concrete and abstract ideas, explain procedures and			
					sequences, summarize texts and ideas, and present			
					and critique points of view.	YES	NA	YES
Ш	B. Expanding	3b			na	NA	NA	NA
	and Enriching			Expanding	na	NA	NA	NA
	Ideas			Bridging	na			
			precision and					
			clarity in					
			different text					
			types			NA	NA	NA
l II	B. Expanding	4	Using nouns		Expand noun phrases to create increasingly detailed			Partial: if
	and Enriching Ideas		and noun phrases to		sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.			choosing to
	lueas		expand ideas		personal and familial academic topics.	YES	NA	display this in responses
				Expanding	Expand noun phrases in a growing number of ways	120	14/1	responses
			more		(e.g., adding adjectives to nouns; simple clause			
			detail		embedding) to create detailed sentences that			Partial: if
					accurately describe, explain, and summarize			choosing to
					information and ideas on a variety of personal and	VE0	NIA	display this in
					academic topics. Expand noun phrases in a variety of ways (e.g., more	YES	NA	responses
					complex clause embedding) to create detailed			
					sentences that accurately describe concrete and			Partial: if
					abstract ideas, explain procedures and sequences,			choosing to
					summarize texts and ideas, and present and critique			display this in
					points of view on a variety of academic topics.	YES	NA	responses
	B. Expanding	5			Expand sentences with simple adverbials (e.g.,			Partial: if
	and Enriching Ideas		add details to provide more		adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause)			choosing to display this in
	lueas		information and			YES	NA	responses
					Expand sentences with a growing variety of adverbials	120	10.0	Partial: if
			precision		(e.g., adverbs, adverb phrases, prepositional phrases)			choosing to
					to provide details (e.g., time, manner, place, cause)			display this in
						YES	NA	responses
					Expand sentences with a variety of adverbials (e.g.,			Dowlink if
					adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place,			Partial: if choosing to
					cause) about a variety of familiar and new activities			display this in
						YES	NA	responses



	Mode of	Std	Standard		G9-10 Text	IPT II Oral Test		IPT 3 Writing
	Communication	No.		Level		G9-10	Test G9-10	Test G9-10
Ш	C. Connecting	6	Connecting		Combine clauses in a few basic ways (e.g., creating			
	and Condensing		ideas within		compound sentences using and, but, so; creating			Partial: if
	Ideas		sentences by		complex sentences using because) to make			choosing to
			combining		connections between and to join ideas (e.g., I want to			display this in
			clauses			YES	NA	responses
					Combine clauses in a growing number of ways to			
					create compound and complex sentences that make			
					connections between and link concrete and abstract			
					ideas, for example, to express a reason (e.g., He			Partial: if
					stayed at home on Sunday in order to study for			choosing to
					Monday's exam) or to make a concession (e.g., She			display this in
					studied all night even though she wasn't feeling well).	YES	NA	responses
				Bridging	Combine clauses in a variety of ways to create			
					compound and complex sentences that make			
					connections between and link concrete and abstract			
					ideas, for example, to make a concession (e.g., While			
					both characters strive for success, they each take			
					different approaches through which to reach their			Partial: if
					goals.), or to establish cause (e.g., Women's lives			choosing to
					were changed forever after World War II as a result of			display this in
					joining the workforce).	YES	NA	responses
II	C. Connecting	7	Condensing	Emerging	Condense ideas in a few basic ways (e.g., by			
	and Condensing		ideas within		compounding verb or prepositional phrases) to create			Partial: if
	Ideas		sentences		precise and detailed simple, compound, and complex			choosing to
			using a variety		sentences (e.g., The students asked survey questions			display this in
			of language		and recorded the responses).	YES	NA	responses
			resources	Expanding	Condense ideas in a growing number of ways (e.g.,			
					through embedded clauses or by compounding verbs			
					or prepositional phrases) to create more precise and			Partial: if
					detailed simple, compound, and complex sentences			choosing to
					(e.g., Species that could not adapt to the changing			display this in
					climate eventually disappeared).	YES	NA	responses
					Condense ideas in a variety of ways (e.g., through a			
				3 3	variety of embedded clauses, or by compounding			
					verbs or prepositional phrases, nominalization) to			
					create precise simple, compound, and complex			
					sentenc- es that condense concrete and abstract			Partial: if
					ideas (e.g., Another issue that people may be			choosing to
					concerned with is the amount of money that it will cost			display this in
					to construct the new building).	YES	NA	responses



Appendix K. Grades 11-12 Detailed Alignment between the CA ELD Standards and the IPT Family of Tests

Part	Mode of	Std	Standard	Prof.	G11-12 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G11-12	Test G11-12	Test G11-12
I	A. Collaborative	1	Exchanging information and ideas via oral communication and		Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and whquestions and responding using phrases and short sentences.	YES	NA	NA
			conversations		Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turntaking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Partial: interacting with	NA	NA
					Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turntaking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	Partial: interacting with examiner; limited length,	NA	NA
I	A. Collaborative	2	Interacting via written English (print and multimedia)	0 0	Collaborate with peers to engage in short, grade- appropriate written exchanges and writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
			,	Expanding	Collaborate with peers to engage in increas- ingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	NA	NA	Partial: Independent work on paper or online
					Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.		NA	Partial: Independent work on paper or online
I	A. Collaborative	3	Offering opinions and negotiating with or persuading		Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., Could you repeat that please? I believe) and open responses to express and defend opinions.	Partial: interacting with examiner	NA	NA
			others	Expanding	Negotiate with and persuade others (e.g., by presenting counter-arguments) in dis- cussions and conversations using learned phrases (e.g., You make a valid point, but my view is) and open responses to express and defend nuanced opinions.	Partial: interacting with	NA	NA



	Mode of	Std	Standard		G11-12 Text	IPT II Oral Test		IPT 3 Writing	
	Communication	No.			Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new infor- mation and politely offer a counterpoint) using a variety of learned phrases (e.g., You postulate that X. However, I've reached a	G11-12 Partial:	Test G11-12	Test G11-12	
					different conclusion on this issue) and open responses to express and defend nuanced opinions.	interacting with examiner	NA	NA	
l	A. Collaborative	4	Adapting language choices to	- 0 0	Adjust language choices according to the context (e.g., classroom, com- munity) and audience (e.g., peers, teachers).	NO	NA	NO	
			various	various contexts		Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	NO	NA	NO
				Bridging	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, com- munity), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	NO	NA	NO	
I	B. Interpretive	5	actively and asking or	Emerging	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.	YES	NA	NA	
			answering questions about what was heard		Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.	YES	NA	NA	
				Bridging	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.	YES	NA	NA	
I	B. Interpretive	6/6a	Reading closely and explaining interpretations and ideas from reading	0 0	Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.	NA	Partial: answer selected-response questions	NA	
					Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-	NA	Partial: answer selected-	NA	



Part	Mode of	Std	Standard	Prof.	G11-12 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G11-12	Test G11-12	Test G11-12
					based argument) based on close reading of a variety of grade- appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.		response questions	
					Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multi-media formats, using a variety of detailed sentences and precise general academic and domain-	NA	Partial: answer selected-response questions	NA
I	B. Interpretive	6b	closely and explaining interpretations	0 0	Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multi- media, using familiar verbs (e.g., seems that).	NA	Partial: answer selected-response questions	NA
			and ideas from reading	Expanding	, 60 ,	NA		NA
				Bridging	Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).		Partial: answer selected-response questions	NA
I	B. Interpretive	6c	Reading closely and explaining interpretations and ideas from	Emerging	Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	NA	Partial: while answering selected-response questions	NA
			reading	Expanding	Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.		Partial: while answering selected- response	NA
				Bridging	Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-		Partial: while answering selected- response	NA
I	B. Interpretive	7	Evaluating how well writers and speakers use		Explain how successfully writers and speakers structure texts and use language (e.g., specific word			NA



	Mode of		Standard		G11-12 Text	IPT II Oral Test		IPT 3 Writing
	Communication	No.		Level		G11-12	Test G11-12	Test G11-12
			language to		providing evidence to support claims or connecting			
			present or	- "	points in an argument) or create other specific effects.			
			support ideas	Expanding	Explain how successfully writers and speakers structure texts and use language (e.g., specific word			
					or phrasing choices) to persuade the reader (e.g., by			
					providing well-worded evidence to support claims or			
					connecting points in an argument in specific ways) or			
					create other specific effects, with moderate support.	NO	NO	NA
					Explain how successfully writers and speakers	.,,		101
					structure texts and use language (e.g., specific word			
					or phrasing choices) to persuade the reader (e.g., by			
					providing well-worded evidence to support claims or			
					connecting points in an argument in specific ways) or			
					create other specific effects, with light support.	NO	NO	NA
	B. Interpretive	8	Analyzing how	Emerging	Explain how a writer's or speaker's choice of phrasing			
	-		writers use		or specific words (e.g., describing a character or			
			vocabulary and		action as aggressive versus bold) produces nuances			
			other language		or different effects on the audience.	NA	NO	NA
			resources		Explain how a writer's or speaker's choice of phrasing			
					or specific words (e.g., using figurative language or			
					words with multiple meanings to describe an event or			
					character) produces nuances and different effects on		NO	
					the audience.	NA	NO	NA
					Explain how a writer's or speaker's choice of a variety			
					of different types of phrasing or words (e.g.,			
					hyperbole, varying connotations, the cumulative			
					impact of word choices) produces nuances and different effects on the audience.	NA	NO	NA
-	C. Productive	9	Evaroccing		Plan and deliver brief oral presentations and reports	Partial: limited	INO	INA
	C. Floudclive	9	Expressing information and		on grade-appropriate topics that present evidence and			
			ideas in oral		facts to sup- port ideas.	topics	NA	NA
					Plan and deliver a variety of oral presentations and	topics	INA	INA
			procentations	Lxpanding		Partial: limited		
					evidence and facts to support ideas by using growing	length and		
					understand- ing of register.	topics	NA	NA
				Bridging	Plan and deliver a variety of oral presentations and			
					reports on grade-appropriate topics that express			
					complex and abstract ideas, well supported by			
					evidence and reasoning, and are delivered by using	Partial: limited		
					an appropriate level of formality and under- standing	length and		
						topics	NA	NA
I	C. Productive	10/10a	Writing literary		Write short literary and informational texts (e.g., an			
			and		argument about free speech) collaboratively (e.g., with			
					peers) and independently.	NA	NA	YES



	Mode of	Std	Standard	Prof.	G11-12 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G11-12	Test G11-12	Test G11-12
			informational texts		Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.	NA	NA	Partial: limited length and complexity
					Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and register.	NA	NA	Partial: limited length and complexity
I	C. Productive	10b	Writing literary and informational	0 0	Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	YES; of experiences
		te	texts		Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
					Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).	NA	NA	Partial: limited length and complexity
I	C. Productive	11/11a	J/11a Supporting opinions or justifying arguments and evaluating others' opinions or arguments	- 0 0	Justify opinions by articulating some textual evidence or background knowledge with visual support.	YES	NA	NO
					Justify opinions and positions or persuade others by making connections be- tween ideas and articulating relevant textual evidence or background knowledge.	Partial: limited length and topics	NA	NO
				Bridging	Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge by using	Partial: limited length and topics	NA	NO
I	C. Productive	11b	Supporting opinions or		Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).	YES	NA	YES
			arguments and evaluating others'		Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/ would).	YES	NA	Partial: if choosing to display this in responses
		c	!-!		Express attitude and opinions or temper statements with nuanced modal expres- sions (e.g., possibly/potentially/certainly/ absolutely, should/might).	YES	NA	Partial: if choosing to display this in responses
I	C. Productive	12/12a	Selecting and applying varied and precise vocabulary and		Use familiar general academic (e.g., temperature, document) and domain- specific (e.g., cell, the Depression) words to create clear spoken and written texts.	YES	NA	YES



	Mode of	Std	Standard		G11-12 Text	IPT II Oral Test		IPT 3 Writing
<u> </u>	Communication	No.		Level		G11-12	Test G11-12	Test G11-12
			other language resources		Use an increasing variety of grade- appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., chromosome, federalism) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	YES	NA	YES
				Bridging	Use a variety of grade-appropriate general (e.g., alleviate, salutary) and domain-specific (e.g., soliloquy, micro- organism) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.	YES	NA	YES
	C. Productive	applying varied and precise	applying varied and precise vocabulary and other language		Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources).	YES	NA	YES
					Use knowledge of morphology to appro- priately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).	YES	NA	YES
				Bridging	Use knowledge of morphology to appro- priately select affixes in a variety of ways to manipulate language (e.g., changing inaugurate to inauguration).	YES	NA	YES
	A. Structuring Cohesive Texts		text structure and organization based on purpose, text		Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts, and narratives.	NA	Partial: while answering selected- response questions	YES; one of the scoring criteria
				Expanding	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanato- ry texts, and narratives.		Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.	NA	Partial: while answering selected-response questions	YES; one of the scoring criteria
	A. Structuring Cohesive Texts	2/2a 2/2a	Understanding cohesion and		Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using	NA	Partial: while answering	YES; one of the scoring criteria



	Mode of	Std	Standard	Prof.	G11-12 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
<u> </u>	Communication	No.		Level		G11-12	Test G11-12	Test G11-12
			resources across a text		pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and		selected- response	
1					writing brief texts.		questions	
					Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific		Partial: while answering selected- response	YES; one of the
1					purposes and audiences.	NA	questions	scoring criteria
					Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.		Partial: while answering selected-response questions	YES; one of the scoring criteria
	A. Structuring Cohesive Texts	2b	cohesion and how language resources across a text contribute to the way a text unfolds and flows		Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, finally) to comprehending and writing brief texts.		Partial: while answering selected- response questions	YES; one of the scoring criteria
				Expanding	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.		Partial: while answering selected-response questions	YES; one of the scoring criteria
				Bridging	Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as on the contrary, in addition, moreover) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.		Partial: while answering selected- response questions	YES; one of the scoring criteria
	B. Expanding and Enriching Ideas		and verb phrases to create		Use a variety of verbs in different tenses (e.g., past, present, future, simple, pro- gressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	YES	NA	YES
				Expanding	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize		NA	YES
				Bridging	con- crete and abstract thoughts and ideas. Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and		NA NA	YES



Part	Mode of	Std	Standard	Prof.	G11-12 Text	IPT II Oral Test	IPT 3 Reading	IPT 3 Writing
	Communication	No.		Level		G11-12	Test G11-12	Test G11-12
					mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.			
П	B. Expanding	3b	Using verbs	Emerging	na	NA	NA	NA
	and Enriching Ideas		and verb	Expanding	na		NA	NA
					na		NA	NA
II	B. Expanding and Enriching Ideas	4	Using nouns and noun phrases to expand ideas and provide more detail		Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.		NA	Partial: if choosing to display this in responses
					Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create de- tailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	YES	NA	Partial: if choosing to display this in responses
					Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.	YES	NA	Partial: if choosing to display this in responses
II	B. Expanding and Enriching Ideas	5	add details to provide more information and	- 0 0	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	YES	NA	Partial: if choosing to display this in responses
				Expanding	Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.		NA	Partial: if choosing to display this in responses
					Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	YES	NA	Partial: if choosing to display this in responses
=		6	Connecting ideas within	- 0 0	Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating	YES	NA	Partial: if choosing to



Part	Mode of	Std	Standard		G11-12 Text	IPT II Oral Test		IPT 3 Writing
	Communication	No.		Level		G11-12	Test G11-12	Test G11-12
	C. Connecting		sentences by		complex sentences using because) to make con-			display this in
	and Condensing		combining		nections between and join ideas (e.g., I want to read			responses
	Ideas		clauses		this book because it tells the history of Pi).			
				Expanding	Combine clauses in a growing number of ways to			
					create compound and complex sentences that make			
					connections between and link concrete and abstract			D (1) (6
					ideas, for ex- ample, to express a reason (e.g., He			Partial: if
					stayed at home on Sunday in order to study for			choosing to
					Monday's exam) or to make a concession (e.g., She	\ - -0		display this in
					studied all night even though she wasn't feeling well).	YES	NA	responses
				Bridging	Combine clauses in a variety of ways to create			
					compound and complex sentences that make			
					connections between and link concrete and abstract			
					ideas, for example, to make a concession (e.g., While			
					both characters strive for success, they each take			Designation
					different approaches to reach their goals), or to			Partial: if
					establish cause (e.g., Women's lives were changed			choosing to
					forever after World War II as a result of joining the	VEC	NIA	display this in
	0.00	7	0	_	workforce).	YES	NA	responses
II	C. Connecting	7	Condensing	Emerging	Condense ideas in a few basic ways (e.g., by			Danitial, if
	and Condensing		ideas within		compounding verb or prepositional phrases) to create			Partial: if
	Ideas		sentences		precise and detailed simple, compound, and complex			choosing to
			using a variety		sentences (e.g., The students asked survey questions	VEC	NIA	display this in
			of language	_	and recorded the responses).	YES	NA	responses
			resources		Condense ideas in a growing number of ways (e.g.,			
					through embedded clauses or by compounding verb			Danitial, if
					or prepositional phrases) to create more precise and			Partial: if
					detailed simple, compound, and complex sentences			choosing to
					(e.g., Species that could not adapt to the chang- ing	YES	NIA	display this in
				Deideine	climate eventually disappeared).	TES	NA	responses
				Bridging	Condense ideas in a variety of ways (e.g., through a			
					variety of embedded clauses, or by compounding verb			
					or prepositional phrases, nominalization) to create			
					precise simple, compound, and complex sentences			Partial: if
					that condense concrete and abstract ideas (e.g., The epidemic, which ultimately affected hundreds of			choosing to
					thousands of people, did not subside for another	VEC	NA	display this in
<u></u>					year).	YES	AVI	responses

