

Alignment of the 2006 Pre-K–12 TESOL Standards & the IPT English Rationale and Framework

I. Structure of the Alignment

The alignment between the IPT English tests and the 2006 TESOL Standards for Pre-K–12 has been laid out in the same way as the TESOL standards for easy reference. The TESOL standards consist of five standards that relate to the school setting, language arts, mathematics, science, and social studies, respectively. Each standard is further broken down into the four language modalities: listening, speaking, reading, and writing. This document contains one table for each modality per standard, for a total of 20 tables altogether.

A. **Table Format:** The top row of each table shows the standard addressed in the table. The next row shows the grade spans used in the 2006 TESOL Standards. This is followed by a row showing the items in each IPT test that align with that standard in the relevant modality for each particular grade span. In the last row, we provide examples of actual test items that apply to the standard. All tests that apply to a particular grade cluster are included in the relevant cells.

B. **Test Forms:** The following IPT English test forms were used in the alignment.

Pre-IPT Oral, Third Edition	IPT Early Literacy Reading, Second Edition
Pre-IPT Oral, Fourth Edition	IPT 1 Reading, Form 1C/1D
IPT I Oral, Form E/F	IPT 2 Reading, Form 2C/2D
IPT I Oral, Form G/H	IPT Early Literacy Writing, Second Edition
IPT II Oral, Form C/D, Second Edition	IPT 1 Writing Forms 1C/1D
IPT II Oral, Form E/F	IPT 2 Writing Form 2C/2D
	IPT 3 Writing Form 3C/3D

C. **Examples:** Examples are provided for each standard and modality to the extent possible. Most examples reflect the genres and topics used in the 2006 TESOL Standards sample performance indicators and listed in the appendix. Examples were only used once across all the tables to avoid redundancy.

II. Guidelines Used to Make Alignment Decisions

- A. **Listening:** We took a rigorous approach to determining which IPT Oral items should be considered listening and which should be considered speaking. Items that do not require language production are considered “pure” listening items. However, some items are more difficult to classify because they require speaking production in order to demonstrate listening comprehension. Many practitioners consider this item type to be one of the “most genuine” or direct ways of measuring oral comprehension. In authentic communication, a learner rarely listens without speaking. In the IPT, these items are scored on the basis of the correctness of the information in the response, not on the basis of linguistic quality (e.g., grammaticality or fluency). Therefore, we have classified the following item types as both listening and speaking: 1) oral comprehension questions that require spoken answers, 2) oral summary (students retell the story in their own words), and 3) items that require students to complete the last sentence of a short story.
- B. **Academic Language:** Some of the items aligned to the content-related TESOL Standards (Standards 2–5) reflect the minimum levels of knowledge or vocabulary needed to function in those content areas (i.e., arm, whale, ordinal numbers are all considered basic knowledge in physiology, biology, and mathematics). No judgment is made in this document as to when particular words or items should be considered “academic” and at what point they should be considered “general” knowledge. For example, at the upper grades, words like arm and whale may no longer be considered “academic” because they become part of a “general” corpus of knowledge familiar to most adults and children. As of this writing, no research has firmly established at what grade level or age words or knowledge that are considered academic content knowledge or vocabulary at one grade are no longer considered academic at another. We used the following excerpt from page 18 of the 2006 TESOL Standards to guide word-level decisions:
- The *word level (vocabulary)* consists of words, phrases, and expressions, including general vocabulary students need in classroom routines; nonspecialized, general academic vocabulary encountered in content classes (e.g., *approach*, *assume*, and *define*); and content-specialized academic vocabulary (e.g., *centimeter* in mathematics and *personification* in language arts).
- C. **English Language Arts:** For listening and speaking, at the lower levels (Pre-IPT especially), we included grammar items, items that allow for expression, and structured items: for example, items that the student repeats what s/he hears verbatim. For reading, all items that play a role in demonstrating overall reading ability and comprehension, including vocabulary, grammar, and comprehension are included.
- D. **Mathematics:** Items that tap into language related to early math literacy are included.

Standard 1 English language learners communicate for SOCIAL, INTERCULTURAL, and INSTRUCTIONAL purposes within the school setting					
	Pre-K–K	1–3	4–5	6–8	9–12
LISTENING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Items 2, 4, 6–8, 13, 22, 35 Fourth edition: Items 8–10, 14, 24, 34, 36</p> <p>IPT I–Oral, (Grades K–6) Forms E/F: Items 8, 9, 20, 21, 26, 42¹ Forms G/H: Items 9, 10, 20, 21, 26, 40</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 8, 9, 21, 26 Forms G/H: Items 9, 10, 21, 26</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 8, 9, 21, 26 Forms G/H: Items 9, 10, 21, 26</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 8, 9, 21 Forms G/H: Items 9, 10, 21</p> <p>IPT II–Oral, (Grades 6–12) Forms C/D: Items 1, 11, 19, 20, 33, 68 Forms E/F: Items 1, 10, 17, 27, 57</p>	<p>IPT II–Oral, (Grades 6–12) Forms C/D: Items 1, 11, 19, 20, 33, 68 Forms E/F: Items 1, 10, 17, 27, 57</p>
EXAMPLES	Item 8 (Pre-IPT–Oral, Fourth Edition): I’m making up a story about a fun day at the park. Will you help me? (<i>Pick up the ball and give to child.</i>) Put this under the picnic table. (<i>key: child places ball under the picnic table</i>)	Item 8 (IPT I–Oral, Form E): (<i>Examiner gives a pencil to the student.</i>) Please put the pencil <u>on</u> the table.	Item 26 (IPT I–Oral, Form G): Now, I’m going to tell you a story. I will tell the story only one time. After I finish, I will ask you questions about it. Listen carefully. (<i>Examiner tells story.</i>) What is the girl’s name?	Item 33 (IPT II–Oral, Form C): Point to the clock that shows 5:32.	Item 57 (IPT II–Oral, Form E): Ask me where I went last Sunday.

¹ When more than one test form exists, the content of the items listed are parallel on each form (i.e., item 8 on forms E and F or forms G and H of the IPT I–Oral test are similar in content, although the items themselves are not always exactly the same). However, if there is a difference in item content on the two forms, then the form and item are listed in parenthesis along with the other listed items (e.g., E: 3). See the Standard 1 Speaking table below, Pre-K–K lists of items for the first occurrence of this type.

Standard 1 English language learners communicate for SOCIAL, INTERCULTURAL, and INSTRUCTIONAL purposes within the school setting					
	Pre-K–K	1–3	4–5	6–8	9–12
SPEAKING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Items 1, 3, 5, 9, 11, 12, 14–21, 23–34, 36–40 Fourth edition: Items 1–7, 11–13, 15–23, 25–33, 35, 37–40</p> <p>IPT I–Oral (Grades K–6) Forms E/F: Items 1–4, 6, 7, (F: 11),² 12, 16, 18, 19, 22–25, 30, 34, 38, (E: 39), 41, 42, (E: 49), 51, 52, 59–61, 76–78 Forms G/H: Items 1–5, 7, 8, 12, 13, 18, 19, 22, 23–25, 30, 31, 33, 37, 39, 40, (H: 48), 49, 51, 52, 68–70</p> <p>Forms G/H: Items 1–5, 7, 8, 12, 13, 18, 19, 22, 23–25, 30, 33, 37, 39, 40, (H: 48), 49, 51, 52, 68–70</p>	<p>IPT I–Oral (Grades K–6) Forms E/F: Items 1–4, 6, 7, (F: 11), 12, 16, 18, 19, 22–25, 30, 34, 38, (E: 39), 41, 42, (E: 49), 51, 52, 59–61, 76–78 Forms G/H: Items 1–5, 7, 8, 12, 13, 18, 19, 22, 23–25, 30, 31, 33, 37, 39, 40, (H: 48), 49, 51, 52, 68–70</p>	<p>IPT I–Oral (Grades K–6) Forms E/F: Items 1–4, 6, 7, (F: 11), 12, 16–19, 22–25, 30, 32–34, 36, 38, 39, 41, 42, 48, 49, 51, 52, 59–61, 66, 76–78 Forms G/H: Items 1–5, 7, 8, 12, 13, 17–19, 22, 23–25, 30, 31–33, 35, 37, 39, 40, 48, 49, 51, 52, 61, 68–70</p>	<p>IPT I–Oral (Grades K–6) Forms E/F: Items 1–4, 6, 7, (F: 11), 12, 16–19, 22–25, 30, 32–34, 36, 38, 39, 41, 42, 48, 49, 51, 52, 59–61, 66, 76–78 Forms G/H: Items 1–5, 7, 8, 12, 13, 17–19, 22, 23–25, 30, 31–33, 35, 37, 39, 40, 48, 49, 51, 52, 61, 68–70</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 2–4, 7, 8, 10, 12–18, 21–23, 28–29, 35–38, 40, 45–50, 53–55, 57–59, 63–68, 71, 72, 80–82 Forms E/F: Items 2, 3, 6, 7, 9, 11–16, 18, 23–24, 28–30, 32, 37–39, 41, 44–50, 53–58, 60, 61, 69</p>	<p>IPT II–Oral, (Grades 6–12) Forms C/D: Items 2–4, 7, 8, 10, 12–18, 21–23, 28–29, 35–38, 40, 45–50, 53–55, 57–59, 63–68, 71, 72, 80–82 Forms E/F: Items 2, 3, 6, 7, 9, 11–16, 18, 23–24, 28–30, 32, 37–39, 41, 44–50, 53–58, 60, 61, 69</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 2–4, 7, 8, 10, 12–18, 21–23, 28–29, 35–38, 40, 45–50, 53–55, 57–59, 63–68, 71, 72, 80–82 Forms E/F: Items 2, 3, 6, 7, 9, 11–16, 18, 23–24, 28–30, 32, 37–39, 41, 44–50, 53–58, 60, 61, 69</p>

² Item 11 on Form F is aligned with this standard; whereas, item 11 on Form E is not.

EXAMPLES	Item 41 (IPT I–Oral, Form E): Now, make believe that you went to the store yesterday. Tell me what you did there.	Item 37 (IPT I–Oral, Form G): Now I want <u>you</u> to ask to ask <u>me</u> a question. Ask me about something else in this picture.	Item 42 (IPT I–Oral, Form E): What is your favorite TV show (or book or story)?	Item 30 (IPT II–Oral, Form E): Think about what you did before dinner yesterday. Tell me what you did. Use a complete sentence.	Item 82 (IPT II–Oral, Form C): Think about what you would like to be in the future. What three things can you do now to help you prepare for your choice?
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Standard 1 English language learners communicate for SOCIAL, INTERCULTURAL, and INSTRUCTIONAL purposes within the school setting					
	Pre-K–K	1–3	4–5	6–8	9–12
READING	<p>IPT Early Literacy Reading (Grades K–1): Part 1, Items 1–5 Part 2, Items 1–10 Part 6, Items 1–5</p>	<p>IPT Early Literacy Reading (Grades K–1): Part 1, Items 1–5 Part 2, Items 1–10 Part 6, Items 1–5</p> <p>IPT 1–Reading, Forms 1C/1D (Grades 2–3): Part 1, Items 1, 2, (C: 3), (D: 4, 6), (C: 7, 9) Part 2, Items 1–3, (D: 4), 5, (D: 7–10) Part 4, Items 5–7, (C: 8), 10</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6): Part 1, Items (D: 1), (C: 4), (D: 10) Part 2, Items (C: 2), (D: 3), 4, (D: 6) Part 4, Items 1, 2, (D: 3), (C: 4–6), 8–10</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6): Part 1, Items (D: 1), (C: 4), (D: 10) Part 2, Items (C: 2), (D: 3) 4, (D: 6) Part 4, Items 1, 2, (D: 3), (C: 4–6), 8–10</p> <p>IPT 3–Reading, Forms 3C/3D (Grades 7–12): Part 1, Items (D: 7, 8) Part 2, Items (D: 3, 4) Part 4, Items 8–10</p>	<p>IPT 3–Reading, Forms 3C/3D (Grades 7–12): Part 1, Items (D: 7, 8) Part 2, Items (D: 3, 4) Part 4, Items 8–10</p>
EXAMPLES	<p>Part 6, Item 1 (IPT Early Literacy): <i>Student hears a word and chooses the correct answer from three options (signs): Room 1, Exit, One Way.</i></p>	<p>Part 1, Item 2 (IPT 1–Reading, Form 1C): <i>Student sees a picture of two girls walking arm in arm and must select the correct word to describe the picture (key: partners).</i></p>	<p>Part 2, Item 2 (IPT 2–Reading, Form 2C): <i>The children (key: searched) everywhere, but they could not find their friend.</i></p>	<p>Part 4, Item 1 (IPT 2–Reading, Form 2C): <i>(Examinee refers to a TV schedule to complete the item.) You can learn about current events (key: in the afternoon and evening).</i></p>	<p>Part 4, Item 8 (IPT 3–Reading, Form 3C): <i>(Examinee refers to a paragraph from the side of a cereal box.) By reading the product information above, you can discover (key: the benefits of choosing this product).</i></p>

Standard 1 English language learners communicate for SOCIAL, INTERCULTURAL, and INSTRUCTIONAL purposes within the school setting					
	Pre-K–K	1–3	4–5	6–8	9–12
WRITING	<p>IPT Early Literacy Writing (Grades K–1):</p> <p>Part 1, Items 1–10 Part 2, Items 1, 2</p>	<p>IPT Early Literacy (Grades K–1):</p> <p>Part 1, Items 1–10 Part 2, Items 1, 2</p> <p>IPT 1–Writing, Forms 1C/1D (Grades 2–3):</p> <p>Part 2: 1, 2</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Part 1: 1, (D: 2) Part 2: 1, 2</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Part 1: 1, (D: 2) Part 2: 1, 2</p> <p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Part 2: Items 1, 2</p>	<p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Part 2: Items 1, 2</p>
EXAMPLES	<p>Part 2, Item 1. (IPT Early Literacy Writing): <i>(Student completes a sentence by writing name.) My name is (key: test taker’s name).</i></p>	<p>Part 2, Story 2 (IPT 1–Writing, Form 1C): <i>Student writes a story about a girl learning to ride a bike.</i></p>	<p>Part 2, Story 1 (IPT 2–Writing, Form 2C): <i>Student writes a story about a mother and child waiting for a bus.</i></p>	<p>Part 2, Story 1 (IPT 3–Writing, Form 3C): <i>Student writes a story about kids enjoying themselves at an amusement park.</i></p>	<p>Part 2, Story 2 (IPT 3–Writing, Form 3C): <i>Student writes a story about a boy successfully applying for and getting a job in a restaurant.</i></p>

Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the area of LANGUAGE ARTS					
	Pre-K–K	1–3	4–5	6–8	9–12
LISTENING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Item 22 Fourth edition: Item 24</p> <p>IPT I–Oral (Grades K–6) Forms E/F: Items 13, 14, 20, 26–29, 53–58, 62–65, 79–82 Forms G/H: Items 14, 15, 20, 26–29, 53–60, 71–74</p>	<p>IPT I–Oral (Grades K–6) Forms E/F: Items 13, 14, 20, 26–29, 53–58, 62–65, 79–82 Forms G/H: Items 14, 15, 20, 26–29, 53–60, 71–74</p>	<p>IPT I–Oral (Grades K–6) Forms E/F: Items 13, 14, 20, 26–29, 53–58, 62–65, 79–82 Forms G/H: Items 14, 15, 20, 26–29, 53–60, 71–74</p>	<p>IPT I–Oral (Grades K–6) Forms E/F: Items 13, 14, 20, 26–29, 53–58, 62–65, 79–82 Forms G/H: Items 14, 15, 20, 26–29, 53–60, 71–74</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 41–44, 51, 58–59, 74–75, 79, 85–91 Forms E/F: Items 33–36, 49–50, 63–64, 72–78</p>	<p>IPT II–Oral (Grades 6–12) Forms C/D: Items 41–44, 51, 58–59, 74–75, 79, 85–91 Forms E/F: Items 33–36, 49–50, 63–64, 72–78</p>
EXAMPLES	Item 24 (Pre-IPT–Oral, Fourth edition): (<i>Point to the ball while saying:</i>) Put the ball above the brown dog’s head. (<i>key: Appropriate action.</i>)	Item 55 (IPT I–Oral, Form E): Now, listen to these words. If they are the same, say, “same.” If they are not the same, say, “different.” Bill – bell.	Items 26–29 (IPT I–Oral, Form G): <i>Student hears a story and answers comprehension questions about it.</i> Items 71–74 (IPT I–Oral, Form G): <i>Student hears a story and has to retell main ideas and details.</i>	Item 51 (IPT II–Oral, Form C): Complete this short story: (<i>Student hears a story with an unfinished sentence at the end.</i>)	Items 75–78 (IPT II–Oral, Form C): <i>Student hears a story and has to retell it in his or her own words.</i>

Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the area of LANGUAGE ARTS					
	Pre-K–K	1–3	4–5	6–8	9–12
SPEAKING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Items 12, 20, 21, 23–25, 27–34, 37–39 Fourth edition: Items 13, 18, 20, 22, 25–33, 35, 37–40</p> <p>IPT I–Oral, (Grades K–6) Forms E/F: Items 10, 13–14, 26–29, 37, 40, 43–47, 50, 53– 58, 62–65, 68–75, 79– 83 Forms G/H: Items 11, 14–15, 26–29, 36, 38, 41–46, 50, 53– 60, 63–67, 71–74</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 10, 13–14, 26–29, 37, 40, 43–47, 50, 53– 58, 62–65, 68–75, 79– 83 Forms G/H: Items 11, 14–15, 26–29, 36, 38, 41–46, 50, 53– 60, 63–67, 71–74</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 10, 13–14, 26–29, 37, 40, 43–47, 50, 53– 58, 62–65, 68–75, 79– 83 Forms G/H: Items 11, 14–15, 26–29, 36, 38, 41–46, 50, 53– 60, 63–67, 71–74</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 10, 13–14, 26–29, 37, 40, 43–47, 50, 53– 58, 62–65, 68–75, 79– 83 Forms G/H: Items 11, 14–15, 26–29, 36, 38, 41–46, 50, 53– 60, 63–67, 71–74</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 9, 24–26, 39, 41– 44, 51, 52, 53–54, 58– 59, 69, 70, 73–75, 79, 83–91 Forms E/F: Items 8, 19–22, 31, 33– 36, 42, 43, 44–46, 49– 50, 58, 59, 62–64, 70– 78</p>	<p>IPT II–Oral (Grades 6–12) Forms C/D: Items 9, 24–26, 39, 41– 44, 51, 52, 53–54, 58– 59, 69, 70, 73–75, 79, 83–91 Forms E/F: Items 8, 19–22, 31, 33– 36, 42, 43, 44–46, 49– 50, 58, 59, 62–64, 70– 78</p>

EXAMPLES	<p>Item 19 (Pre-IPT–Oral): Now Johnny, Jim, and Sandy have finished eating. (<i>Move children to playground equipment as you say:</i>) What do you think they will do now?</p>	<p>Item 65 (IPT I–Oral, Form G): Listen carefully. I’m going to say some words. Please tell me the opposite of each word. (<i>Examinee does example with examiner.</i>) The opposite of low is __. (<i>key: high</i>).</p>	<p>Item 13 (IPT I–Oral, Form E): How does Maria’s team feel: excited or lonely?</p>	<p>Item 58 (IPT II–Oral, Form F): Josie bought some groceries at the store. What do you think she did with the groceries when she got home?</p>	<p>Item 74 (IPT II–Oral, Form C): Listen to this short story. Remember what I say, and then answer the questions in complete sentences. (<i>Examiner reads story.</i>) How did Ed feel when Ron moved away?</p>
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Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the area of LANGUAGE ARTS					
	Pre-K–K	1–3	4–5	6–8	9–12
READING	<p>IPT Early Literacy Reading (Grades K–1):</p> <p>Part 1: Items 1–5 Part 2: Items 1–10 Part 3: Items 1–5 Part 5: Items 1–10 Part 6: Item 6 Part 7: Items 1–10</p>	<p>IPT Early Literacy Reading (Grades K–1):</p> <p>Part 2: Items 1–10 Part 3: Items 1–4 Part 4: Items 1–5 Part 5: Items 1–10 Part 6: Item 6 Part 7: Items 1–10 Part 8: Items 1–10</p> <p>IPT 1–Reading, Forms 1C/1D (Grades 2–3):</p> <p>Part 1: (D: 3), (IC: 4), 5, (C: 6), (D: 7), 8, (D: 9), 10 Part 2: (C: 4), 6, (C: 7–10) Part 3: 1–13 Part 4: 1–4, (D: 8), 9, (C: 10) Part 5: 1–10</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6):</p> <p>Part 1: (C: 1), 2, 3, 5–9, (D: 10) Part 2: 1, (D: 2), (C: 3), 5–10 Part 3: 1–13 Part 4: (C: 3), (D: 4–6), 7 Part 5: 1–10</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6):</p> <p>Parts 1: (C: 1), 2, 3, 5–9, (D: 10) Part 2: 1, (D: 2), (C: 3), 5–10 Part 3: 1–13 Part 4: (C: 3), (D: 4–6), 7 Part 5: 1–10</p> <p>IPT 3–Reading, Forms 3C/3D (Grades 7–12):</p> <p>Part 1: Items 1–6, (C: 7, 8), 9, 10 Part 2: Items 1, 2, (C: 3, 4), 5–10 Part 3: 1–15 Part 4: 1–7 Part 5: 1–10</p>	<p>IPT 3–Reading, Forms 3C/3D (Grades 7–12):</p> <p>Part 1: Items 1–6, (C: 7, 8), 9, 10 Part 2: Items 1, 2, (C: 3, 4), 5–10 Part 3: 1–15 Part 4: 1–7 Part 5: 1–10</p>
EXAMPLES	Part 2, Item 3 (IPT Early Literacy Reading): <i>Student hears a letter and selects from five letter options.</i>	Part 8, Items 1–4 (IPT Early Literacy Reading): <i>Student hears a very short story and selects the picture (from three options) that shows the main elements of the story.</i>	Part 3, Item 5 (IPT 2–Reading, Form 2C): <i>(Examinee reads text before answering questions.) Another title for this story might be (key: “Softball Can Be Fun”).</i>	Part 3, Item 4 (IPT 2–Reading, Form 2C): <i>(Examinee reads text before answering questions.) When the class plays softball again, Pat will probably feel (key: more confident about playing).</i>	Part 1, Item 8 (IPT 3–Reading, Form 3C): <i>Student looks at a picture of children reading a comic book and laughing and selects the word that matches the picture (key: humorous).</i>

Standard 2					
English language learners communicate information, ideas, and concepts necessary for academic success in the area of LANGUAGE ARTS					
	Pre-K–K	1–3	4–5	6–8	9–12
WRITING	<p>IPT Early Literacy Writing (Grades K–1):</p> <p>Part 1: Items 1–10 Part 3: Item 1</p>	<p>IPT Early Literacy Writing (Grades K–1):</p> <p>Part 1: Items 1–10 Part 3: Item 1 Part 4: Items 1–6</p> <p>IPT 1–Writing, Forms 1C/1D (Grades 2–3):</p> <p>Part 1: 1–10 Part 3: Stories A, B</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Part 1: (C: 2), 3–10 Part 3: Stories A, B</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Part 1: (C: 2), 3–10 Part 3: Stories A, B</p> <p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Part 1: Items 1–10 Part 3: Items A, B</p>	<p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Part 1: Items 1–10 Part 3: Items A, B</p>
EXAMPLES	<p>Part 3, Descriptive or Narrative Writing (IPT Early Literacy Writing): <i>Student writes about a picture of two cats trying to get a fish in a fish tank.</i></p>	<p>Part 2, Story 1 (IPT 1–Writing, Form 1C): <i>Student writes story about a boy and a dog using a three-part picture sequence of events.</i></p>	<p>Part 3, A (IPT 2–Writing, Form 2C): <i>Student reads the beginning of a narrative about visiting a haunted house and must complete the story.</i></p>	<p>Part 1, Item 4 (IPT 3–Writing, Form 3C): I found my information about rock formation (sic) in the book, (key: <u>Rocks and Minerals</u>).</p>	<p>Part 3, B, (IPT 3–Writing, Form 3C): <i>Student reads a short text and then writes an article for the school newspaper suggesting more healthful school lunch choices.</i></p>

Standard 3 English language learners communicate information, ideas, and concepts necessary for academic success in the area of MATHEMATICS					
	Pre-K–K	1–3	4–5	6–8	9–12
LISTENING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Item 2 Fourth edition: Not assessed</p> <p>IPT I–Oral, (Grades K–6) Forms E/F: Item 35 Forms G/H: Item 34</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Item 35 Forms G/H: Item 34</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Item 35 Forms G/H: Item 34</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Item 35 Forms G/H: Item 34</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 19, 31, 52, 60, 77–78 Forms E/F: Items 25, 51, 67–68</p>	<p>IPT II–Oral (Grades 6–12) Forms C/D: Items 19, 77–78 Forms E/F: Items 67–68</p>
EXAMPLES	<p>Item 2 (Pre-IPT–Oral, Third Edition): Johnny is four years old. How old are you? (<i>key: gives age orally or by showing age with fingers</i>)</p>	<p>Item 34 (IPT I–Oral, Form G): Look at these children. Point to the girl who has <u>fewer</u> balloons than the boy.</p>		<p>Item 25 (IPT II–Oral, Form F): I’m going to say some numbers. Each time I pause, you say the number that comes next. For example, if I say, “One, two, __,” you would say, “three.” Let’s begin: twelve, thirteen, ____ ; thirty-two, thirty-three... (<i>two and three digit numbers; student must get three out of four correct</i>)</p>	<p>Item 77 (IPT II–Oral, Form C): Look at this graph. What were the yearly sales in dollars of Company C?</p>

Standard 3 English language learners communicate information, ideas, and concepts necessary for academic success in the area of MATHEMATICS					
	Pre-K–K	1–3	4–5	6–8	9–12
SPEAKING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Items 5, 25, 31, 32 Fourth edition: Items 5, 23, 32, 33</p> <p>IPT I–Oral, (Grades K–6) Forms E/F: Items 2, (F: 69), 70 Forms G/H: Items 2, 64</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 2, (F: 69), 70 Forms G/H: Items 2, 64</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Item 70 Forms G/H: Item 64</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Item 70 Forms G/H: Item 64</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 5, 6, 31, 52, 60, 77–78 Forms E/F: Items 4, 5, 25, 51, 67– 68</p>	<p>IPT II–Oral (Grades 6–12) Forms C/D: Items 5, 6, 31, 52, 60, 77–78 Forms E/F: Items 4, 5, 25, 51, 67– 68</p>
EXAMPLES	Item 5 (Pre-IPT–Oral, Fourth Edition): Let’s look at this park. (<i>Point to the three ducks in turn</i>) How many ducks do you see? Let’s count them: one, __, __. (<i>key: two, three</i>).	Item 70 (IPT I–Oral, Form E): What would you do if you had 10 dollars?	Item 64 (IPT I–Oral, Form G): What would you do if you had 10 dollars?	Item 31 (IPT II–Oral, Form C): Give the next number: 13, 14, __; 46, 47, __; 328, 329, __; 898, 899, __.	Item 51 (IPT II–Oral, Form E): Point to and name all the money you need to make \$1.87 (one dollar and eighty-seven cents).

Standard 3					
English language learners communicate information, ideas, and concepts necessary for academic success in the area of MATHEMATICS					
	Pre-K–K	1–3	4–5	6–8	9–12
READING	<p>IPT Early Literacy Reading (Grades K–1):</p> <p>Part 1, Items 1–5</p>	<p>IPT Early Literacy Reading (Grades K–1):</p> <p>Part 1, Items 1–5 Part 4, Item 4</p> <p>IPT 1–Reading, Forms 1C/1D (Grades 2–3):</p> <p>Part 1, (C: 3), 5 Part 2, (C: 4) Part 4, (1C:10)</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6):</p> <p>Part 1, (C: 3) Part 4, (D: 2–7)</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6):</p> <p>Part 1, Item (C: 3) Part 4, Items (D: 2–7)</p> <p>IPT 3 Reading, Forms 3C/3D (Grades 7–12):</p> <p>Part 2, Item (D: 2) Part 4, Items 4–7</p>	<p>IPT 3–Reading, Forms 3C/3D (Grades 7–12):</p> <p>Part 2, Item (D: 2) Part 4, Items 4–7</p>
EXAMPLES	<p>Part 1, Item 2: (IPT Early Literacy Reading) <i>Student matches a shape with the correct option (out of five options).</i></p>	<p>Part 1, Item 5 (IPT 1–Reading, Form 1C): <i>Student matches a picture of a clock with the correct option (oval, circle, circus, triangle).</i></p>	<p>Part 1, Item 3 (IPT 2–Reading, Form 2C): <i>Student matches graphic of an addition problem and selects the correct answer from four options (key: sum).</i></p>	<p>Part 4, Item 4 (IPT 3–Reading, Form 3C): <i>(Students use a bar graph to answer questions.) Costs were lower for those farmers growing (key: wheat and fruits).</i></p>	<p>Part 4, Item 7 (IPT 3–Reading, Form 3C): <i>(Students use a bar graph to answer questions.) The crop that has the highest sales with the lowest costs is (key: wheat).</i></p>

<p align="center">Standard 3 English language learners communicate information, ideas, and concepts necessary for academic success in the area of MATHEMATICS</p>					
	Pre-K–K	1–3	4–5	6–8	9–12
WRITING	<p>IPT Early Literacy Writing (Grades K–1):</p> <p>Not assessed</p>	<p>IPT Early Literacy Writing (Grades K–1):</p> <p>Part 4, Item 2</p> <p>IPT 1–Writing, Forms 1C/1D (Grades 2–3):</p> <p>Not assessed</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Not assessed</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Not assessed</p> <p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Part 2, Item (D: 2)</p>	<p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Part 2, Item (D: 2)</p>
EXAMPLES		<p>Part 4, Item 2 (IPT Early Literacy Writing): <i>Students look at a visual (10) and write the word on the lines next to the visual.</i></p>		<p>Part 2, Story 3 (IPT 3–Writing, Form 3D): <i>Students look at a sequence of pictures and write a short narrative about a girl doing her math homework.</i></p>	

Standard 4					
English language learners communicate information, ideas, and concepts necessary for academic success in the area of SCIENCE					
	Pre-K–K	1–3	4–5	6–8	9–12
LISTENING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Not assessed Fourth edition: Not assessed</p> <p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Items 9, 10</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Items 9, 10</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Items 9, 10</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Items 9, 10</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 1, 11, 76, 79, (D: 85) Forms E/F: Items 1, 10, (F: 48), 65</p>	<p>IPT II–Oral (Grades 6–12) Forms C/D: Items 1, 11, 76, 79, (D: 85) Forms E/F: Items 1, 10, (F: 48), 65</p>
EXAMPLES	Item 9 (IPT I–Oral, Form G): Please put your finger <u>under</u> your chin.	Item 9 (IPT I–Oral, Form H): Please put your hand <u>on</u> your head.		Item 1 (IPT II–Oral, Form E): Please touch your nose with your finger.	Item 79 (IPT II–Oral, Form C): Listen to these three words: illustrious, extinct, enormous. Which word means that dinosaurs are no longer living: illustrious, extinct, enormous?

Standard 4					
English language learners communicate information, ideas, and concepts necessary for academic success in the area of SCIENCE					
	Pre-K–K	1–3	4–5	6–8	9–12
SPEAKING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Items 10, 14, 15 Fourth edition: Items 6, 19, 27</p> <p>IPT I–Oral, (Grades K–6) Forms E/F: Items 5, 6, 17, 33, (F: 39), 48, 67, 68 Forms G/H: Items 6–8, 17, 32, 62</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 5, 6, 17, 33, (F: 39), 48, 67, 68 Forms G/H: Items 6–8, 17, 32, 62</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 5, 48, 67, 68 Forms G/H: Items 6, 62</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items 5, 48, 67, 68 Forms G/H: Items 6, 62</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 34, (D: 56), 76, 79, (D: 85, 86) Forms E/F: Items (F: 48), (F: 54), (E: 55), 65, 66</p>	<p>IPT II–Oral (Grades 6–12) Forms C/D: Items 34, (D: 56), 76, 79, (D: 85, 86) Forms E/F: Items (F: 48), (F: 54), (E: 55), 65, 66</p>
EXAMPLES	Item 6 (IPT I–Oral, Form G): <i>(Examiner traces outline of back.) This is part of your body. This is a _____. (key: back).</i>	Item 48 (IPT I–Oral, Form E): What is this? It’s a <i>(key: whale)</i> .	Item 62 (IPT I–Oral, Form G): What do we call this place? It is a _____. <i>(key: woods, forest, rain forest)</i>	Item 34 (IPT II–Oral, Form C): Look at the picture. Tell me two things about the weather in the picture.	Item 66 (IPT II–Oral, Form E): If I describe an animal as carnivorous, what does that mean? Give me an example of a carnivorous animal.

Standard 4 English language learners communicate information, ideas, and concepts necessary for academic success in the area of SCIENCE					
	Pre-K–K	1–3	4–5	6–8	9–12
READING	<p>IPT Early Literacy Reading (Grades K–1): Part 3, Items 3, 4 Part 5, Items 1–3, 5, 6, 9, 10 Part 7, Item 9</p>	<p>IPT Early Literacy Reading (Grades K–1): Part 3, Items 3, 4 Part 4, Items 1, 5 Part 5, Items 1–3, 5, 6, 9, 10 Part 7, Item 9 Part 8, Item 1, 4</p> <p>IPT 1–Reading, Forms 1C/1D (Grades 2–3): Part 1, Items (D: 1, 2), (C: 3, 6), (D: 7), 8 Part 2, Items (C: 4) Part 4, Items (C: 10)</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6): Part 1, Items (C: 1), (D: 3, 5), 6, (C: 7), (D: 8), (D: 10) Part 2, Items 5, (C: 6, 7), (D: 9), (C: 10) Part 4, Items (C: 2, 3)</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6): Part 1, Items (C: 1), (C: 3, 5), 6, (C: 7), (D: 8), (D: 10) Part 2, Items 5, (C: 6, 7), (D: 9), (C: 10) Part 4, Items (C: 2, 3)</p> <p>IPT 3–Reading, Forms 3C/3D (Grades 7–12): Part 1, Items 1, (C: 2), (D: 4, 6), (C: 7), 9 Part 2, Items (D: 1, 6, 7), (C: 8) Part 3, Items 7–12</p>	<p>IPT 3–Reading, Forms 3C/3D (Grades 7–12): Part 1, Items 1, (C: 2), (D: 4, 6), (C: 7), 9 Part 2, Items (D: 1, 6, 7), (C: 8) Part 3, Items 7–12</p>
EXAMPLES	<p>Part 5, Item 10 (IPT Early Literacy Reading): <i>Student selects the picture that goes with the word “dinosaur”: drums, a swan, a dinosaur.</i></p>	<p>Part 7, Item 9 (IPT Early Literacy Reading): <i>Student reads “Ducks like to swim” and chooses the correct answer from three pictures: a bird in a nest, a turtle, ducks swimming.</i></p>	<p>Part 1, Item 6 (IPT 2–Reading, Form 2C): <i>Student matches graphic of a lightning storm and selects the correct answer from four options (key: electricity).</i></p>	<p>Part 2, Item 10 (IPT 2–Reading, Form 2C): <i>After the earthquake, (key: communication) was difficult.</i></p>	<p>Part 1, Item 9 (IPT 3–Reading, Form 3C): <i>Student selects the word that matches a picture of a girl blowing up a balloon (key: expanding).</i></p>

<p align="center">Standard 4 English language learners communicate information, ideas, and concepts necessary for academic success in the area of SCIENCE</p>					
	Pre-K–K	1–3	4–5	6–8	9–12
WRITING	<p>IPT Early Literacy (Grades K–1):</p> <p>Not assessed</p>	<p>IPT Early Literacy (Grades K–1):</p> <p>Part 4, Item 5</p> <p>IPT 1–Writing, Forms 1C/1D (Grades 2–3):</p> <p>Part 2: (D: Story 2)</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Not assessed</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Not assessed</p> <p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Not assessed</p>	<p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Not assessed</p>
EXAMPLES		<p>Part 4, Item 5 (IPT Early Literacy Writing): <i>Students look at a visual (feet) and write the word in the lines next to the picture.</i></p>			

Standard 5 English language learners communicate information, ideas, and concepts necessary for academic success in the area of SOCIAL STUDIES					
	Pre-K–K	1–3	4–5	6–8	9–12
LISTENING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Items 4, 35 Fourth edition: Items 34, 36</p> <p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Not assessed</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Not assessed</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Not assessed</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Not assessed</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 11, 77–78, 85 Forms E/F: Items 10, 67–68</p>	<p>IPT II–Oral (Grades 6–12) Forms C/D: Items 11, 77–78, 85 Forms E/F: Items 10, 67–68</p>
EXAMPLES	<p>Item 35 (Pre-IPT–Oral, Third Edition): Now it’s time for the family to go home. Listen carefully and wait until I finish. (<i>Examiner tells student a series of actions to complete with the figures.</i>) (<i>key: Appropriate actions in correct order</i>)</p>			<p>Item 10 (IPT II–Oral, Form E): Point to the truck in the bottom left corner of the picture.</p>	<p>Item 85 (IPT II–Oral, Form D): (<i>Examiner reads the student a short story and asks questions about it.</i>) What do you think Gloria and her mother should do?</p>

Standard 5 English language learners communicate information, ideas, and concepts necessary for academic success in the area of SOCIAL STUDIES					
	Pre-K–K	1–3	4–5	6–8	9–12
SPEAKING	<p>Pre-IPT–Oral (Ages 3–5) Third edition: Items 9, 16, 17, 33, 34 Fourth edition: Items 3, 4, 12, 25, 35</p> <p>IPT I–Oral, (Grades K–6) Forms E/F: Items 3, (E: 11), 16, 31, 41, 66, (F: 76–78) Forms G/H: Items 3, 4, 16, 39, 61, (H: 68–70)</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Items (E: 11), 16, 31, 66 Forms G/H: Items 16, 39, 61</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Not assessed</p>	<p>IPT I–Oral, (Grades K–6) Forms E/F: Not assessed Forms G/H: Not assessed</p> <p>IPT II–Oral (Grades 6–12) Forms C/D: Items 30, 32, 56, 61, 62, 77–78, 82, 85–86 Forms E/F: Items 26, (F: 43), 52, 67–68, (E: 74–78)</p>	<p>IPT II–Oral (Grades 6–12) Forms C/D: Items 30, 32, 56, 61, 62, 77–78, 82, 85–86 Forms E/F: Items 26, (F: 43), 52, 67–68, (E: 74–78)</p>
EXAMPLES	<p>Item 3 (IPT I–Oral, Form G): Let’s look at some pictures. <i>(Examiner points to driver in picture)</i> Who is this? She is a ____ . <i>(key: driver/bus driver/school bus driver).</i></p>	<p>Item 11 (IPT I–Oral, Form E): What is this? This... <i>(key: [This] is a flag./It is [It’s] a flag./That is [That’s] a flag).</i></p>		<p>Item 86 (IPT II–Oral, Form C): <i>(Student hears a short story about a girl who has to choose between speaking at a student rights conference and going for a college interview.)</i> Give at least two reasons for your decision <i>(Note: Item 85 asks what the examinee thinks the girl should do).</i></p>	<p>Item 52 (IPT II–Oral, Form E): You are going to interview a famous musician about his or her job. What are three questions you would ask him or her?</p>

Standard 5 English language learners communicate information, ideas, and concepts necessary for academic success in the area of SOCIAL STUDIES					
	Pre-K–K	1–3	4–5	6–8	9–12
READING	<p>IPT Early Literacy Reading (Grades K–1): Part 6, Items 1–5 Part 7, Item 2</p>	<p>IPT Early Literacy Reading (Grades K–1): Part 6, Items 1–5 Part 7, Item 2 Part 8, Items 5, 7, 8</p> <p>IPT 1–Reading, Forms 1C/1D (Grades 2–3): Part 1, Items 4, 9, (C: 10) Part 2, Items (D: 2, 6) Part 3, Items (C: 1), 2, (D: 3), (C: 11–13) Part 4, Items (D: 8–10) Part 5, Item (C: 3)</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6): Part 1, Items (C: 1), 2, (C: 8), 9 Part 2, Items (D: 6), (C: 7), (D: 8), (C: 9), (D: 10) Part 3, Items 6–10 Part 4, Items (C: 1), 4–10 Part 5, Items (C: 6), (D: 8–10)</p>	<p>IPT 2–Reading, Forms 2C/2D (Grades 4–6): Part 1, Items (C: 1), 2, (C: 8), 9 Part 2, Items (D: 6), (C: 7), (D: 8), (C: 9), (D: 10) Part 3, Items 6–10 Part 4, Items (C: 1), 4–10 Part 5, Item (C: 6), (D: 8–10)</p> <p>IPT 3–Reading, Forms 3C/3D (Grades 7–12): Part 1, Items (D: 2), (C: 5), (D: 10) Part 2, Items (D: 5, 8) Part 3, Items 1–6, (D: 7–12), (C: 14, 15) Part 4, Items (D: 1–7)</p>	<p>IPT 3–Reading, Forms 3C/3D (Grades 7–12): Part 1, Items (D: 2), (C: 5), (D: 10) Part 2, Items (D: 5, 8) Part 3, Items 1–6, (D: 7–12), (C: 14, 15) Part 4, Items (D: 1–7)</p>
EXAMPLES	Part 7, Item 2 (IPT Early Literacy Reading) <i>Student selects the picture that goes with the sentence “I go to school”: a person fishing, a girl going to school, a person swinging.</i>	Part 6, Item 3 (IPT Early Literacy Reading): <i>Student hears a word and chooses the correct answer from three signs: walk, no walking, no smoking.</i>	Part 4, Item 4 (IPT 2–Reading, Form 2C): <i>Student refers to a map to answer the question. You are at school. If you travel west one block and south two blocks, you will be at the (key: fire station).</i>	Part 2, Item 9 (IPT 2–Reading, Form 2C): <i>The new nation (key: declared) a holiday to celebrate its independence.</i>	Part 3, Item 4 (IPT 3–Reading, Form 3C): <i>(Students answer questions based on a reading.) In the early 1990s, changes in the Soviet Union and the United States led to (key: more cooperation on space ventures).</i>

Standard 5 English language learners communicate information, ideas, and concepts necessary for academic success in the area of SOCIAL STUDIES					
	Pre-K–K	1–3	4–5	6–8	9–12
WRITING	<p>IPT Early Literacy Writing (Grades K–1):</p> <p>Not assessed</p>	<p>IPT Early Literacy (Grades K–1):</p> <p>Not assessed</p> <p>IPT 1–Writing, Forms 1C/1D (Grades 2–3):</p> <p>Part 1, Items (D: 9, 10)</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Not assessed</p>	<p>IPT 2–Writing, Forms 2C/2D (Grades 4–6):</p> <p>Not assessed</p> <p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Not assessed</p>	<p>IPT 3–Writing, Forms 3C/3D (Grades 7–12):</p> <p>Not assessed</p>
EXAMPLES		<p>Part 1, Item 10 (IPT 1–Writing, Form 1D): On the Fourth of July, we celebrate our freedom with food __ fun, and fireworks. (<i>key: ,</i>)</p>			