Individual Diagnostic Report

Student Information
Student ID: 17349
Name: Cecilia G
Grade: 6
Age: 11
Date of Birth: 2/28/2006
Gender: Female
Ethnicity: Hispanic/Latino of any race
Primary Language: Spanish
Program Participation:

School Information
Teacher: Martin Vorelli
Examiner: Maria Gonzales
School: B. T. Middle School
District: Ballard & Tighe Demo District

Test Information
Test Form: IPT I-Oral English Form G (2nd Ed.)
Test Date: 10/11/2017
Test Period: Fall 2017

Test Scores
Oral Score Level: D
Oral Proficiency Level: Intermediate
Oral Designation: Limited English Speaking (LES)
Raw Score: 38
Scaled Score: 120
Percentile: 26
NCE: 36

Students at Level D can typically:

- identify household items.
- use common weather vocabulary.
- understand comparatives.
- name the days of the week.
- use prepositions correctly.
- ask simple present tense questions.
- express himself or herself using the past, present, and future tenses.
- summarize the main idea and descriptive or supporting details of a story.
- express opinions in complete sentences.
- comprehend and predict the outcome of a story using modal auxiliaries such as "might, may, will."

IPT I-Oral English Form G (2nd Ed.)
Designation and Proficiency Levels for Grades 3-6
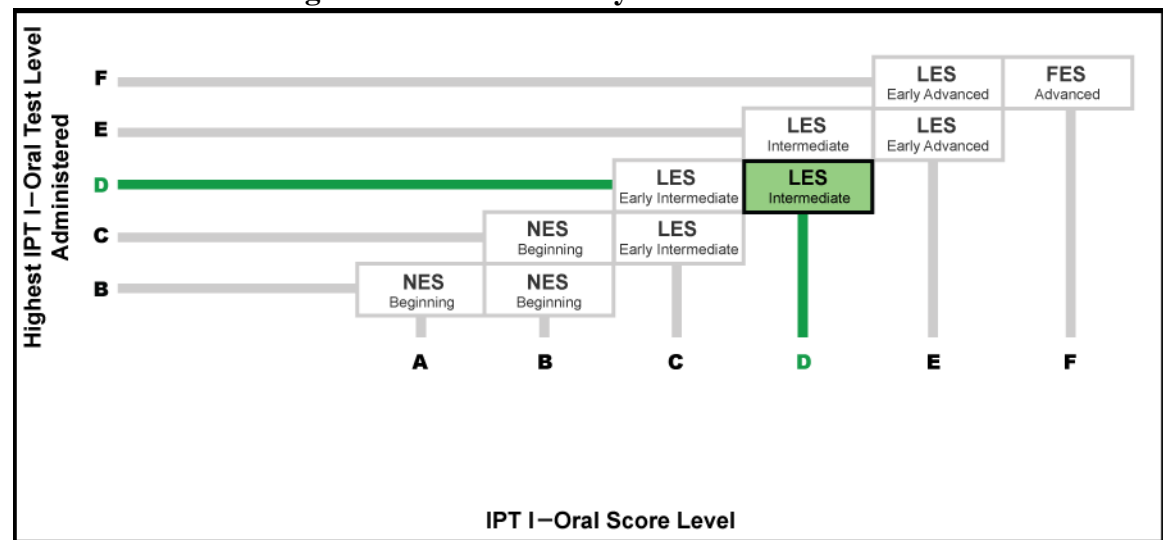
NES: Non-English Speaking   LES: Limited English Speaking   FES: Fluent English Speaking

Based on Cecilia's test performance, the highest test level that she was administered was D, and her Oral Score Level was D. The green box in the chart above shows that Cecilia's IPT Oral designation is LES, and that her IPT Proficiency Level is Intermediate.

Record of Test Answers

The chart below shows in detail how the student performed on the IPT I-Oral English Form G (2nd Ed.) test items on this test occasion. Green print indicates items that were answered correctly. Bold underlined red print indicates items that were answered incorrectly. Items that were not administered are indicated as NA.

	LEVEL B[1]	LEVEL C	LEVEL D	LEVEL E	LEVEL F
VOCABULARY	3. School Personnel 4. School-related Objects 5. Clothing 6. Body Parts 7. Foods 8. Animals: Pets 12. Household Items	16. Occupations 17. Animals: Farm 18. Food	31. Household Items **32. Weather** 35. Calendar: Days of the Week	47. NA 48. NA	61. NA 62. NA 65. NA 66. NA
GRAMMAR	11. Regular Plurals 13. Verbs: Present Progressive	19. Verbs: Present Progressive 22. Negation	33. Verbs: Simple Present **36. Prepositions** **37. Question Formation**	46. NA 50. NA 51. NA 52. NA	63. NA 64. NA 67. NA
COMPREHENSION	*9. Spatial Concepts *10. Spatial Concepts 14. Story: Identify Characters' Feelings 15. Story: Identify Characters' Feelings	*20. Pronouns: Possessive *21. Spatial Concepts 26. Story: Identify Details 27. Story: Identify Details 28. Story: Identify Details **29. Story: Identify Details**	*34. Comparatives	53. NA 54. NA 55. NA 56. NA	
LANGUAGE FUNCTIONS	1. Give Own Name 2. Give Own Age	23. Sentence Repetition 24. Sentence Repetition 25. Sentence Repetition **30. Describe Likes/Dislikes**	38. Predict Events 39. Describe Events (Past) 40. Identify Personal Likes/ Dislikes 41. Summarize a Story 42. Provide Supporting Details 43. Give Rationale **44. Predict Events** **45. Predict Events**	49. NA 57. NA 58. NA 59. NA 60. NA	68. NA 69. NA 70. NA 71. NA 72. NA 73. NA 74. NA 75. NA

1 Level A is a placement designation only. Students who score Level A answered less than 50% correct on Level B.

* Comprehension items test the accuracy of students' comprehension of item content. Asterisks indicate items that require a nonverbal response. All other Comprehension items require a spoken response.

Diagnostic Profile of Cecilia's Test Performance 10/11/2017

Diagnostic Dimension*	Insufficient items administered to provide diagnostic information	Relative Weakness		
		None	Mild	Severe
		Vocabulary		
			Grammar	
		Comprehension		
			Language Functions (including academic language)	
			Listening	
		Speaking		
		BICS (social language)		

*See last page for an explanation of dimensions

Diagnostic Dimensions

Vocabulary   Grammar   Language Functions   Comprehension

BICS   Speaking   Listening
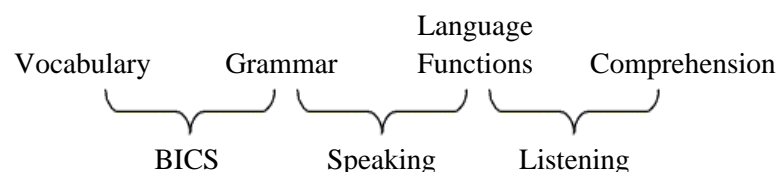
The diagnostic dimensions of BICS, Speaking, and Listening are each made up of two other diagnostic dimensions. BICS is made up of vocabulary and grammar; speaking is made up of grammar and functions; and listening is made up of language functions and comprehension. The combination is based on a content analysis of the test items. The combination is reflected in the remedial recommendations on the next page. For example, if no weaknesses were detected in vocabulary but mild weaknesses were detected in BICS, some vocabulary work will be recommended as a possible remedial strategy.

Description of Cecilia's Diagnostic Profile

The diagnostic information available from Cecilia's performance on the IPT I-Oral English Form G (2nd Ed.) indicates that she has good control of vocabulary, comprehension, speaking, and basic interpersonal communication skills (BICS) or social language, for which she is on her way to reaching the next proficiency level. However, her control of grammar, language functions, and listening shows some weaknesses. See recommendations for remedial instruction on the next pages.

Interpreting the Diagnostic Profile

The diagnostic dimensions reported on the previous page are derived from four linguistic categories tested on the IPT. The following table presents the IPT-based linguistic categories that correspond to the diagnostic dimensions where Cecilia has shown weaknesses.

Level D

IPT Vocabulary Items	IPT Grammar Items	IPT Comprehension Items	IPT Language Functions Items
No weakness detected	Mild weakness detected	Mild weakness detected	Mild weakness detected
	Verbs - Simple present - Future tense - Past tense - Conditional may/might/will **Prepositions** - of location **Question Formation** - Positive questions	- Understand comparatives	- Understanding descriptions (comparative form) - Predicting events - Describing events (past) - Identifying likes - Summarizing plot - Giving supporting details - Explaining rationale - Predicting what will happen next

The following pages in this report contain instructional recommendations for addressing the weaknesses in Cecilia's test performance in order to help her build a strong foundation for reaching the next proficiency level. The recommendations follow Ballard & Tighe's *Carousel of IDEAS*, 4th Edition instructional program, but they can also be applied to other instructional programs. *Carousel of IDEAS* is an English language development program for K-5 English learners. The recommendations are organized by linguistic features and by *Carousel* units. Cecilia may already know some of the features listed, so it is worth beginning the review of each language feature with a quick overview, which may show that further review on specific subtopics is not necessary. Other subtopics will require more practice.

The *Carousel of IDEAS* program is designed so that new concepts are integrated into the activities within each chapter. The chapter content leading up to each task provides background for the task, and it may be necessary to cover some of the chapter content before engaging in the tasks listed. The page references in the charts refer to the Teacher's Guide (TG). Whenever the TG lessons refer to other *Carousel* components such as activity sheets, these activities are also relevant for practicing the skills.

Instructional Recommendations

To help Cecilia reach the next proficiency level, begin instruction in unit 5 (Intermediate) of *Carousel of IDEAS,* or at the Intermediate level in another instructional program. However, before beginning instruction, it is recommended that you address the weaknesses identified in Cecilia's diagnostic profile. The charts below contain recommendations for remedial instruction.

If the student has a mild weakness in a certain dimension, topics from one unit of *Carousel of IDEAS* are recommended for review. If the student has a severe weakness in a certain dimension, topics from two units of *Carousel of IDEAS* are recommended for review.

Recommendations for remedial instruction:

GRAMMAR RECOMMENDATION

Carousel of IDEAS Grammar Topics	Intervention from *Carousel of IDEAS* (Unit 4)
Nouns	
Possessive Nouns (e.g., This is the carpenter's hammer.)	Set 1: 525, 555-557, 591; *Creative IDEAS* Bk. 4, pp. 80-83
Pronouns	
Possessive pronouns (his, her, their, our)	Set 1: 555-557, 622-623; *Creative IDEAS* Bk. 5, pp. 73-78
Verb Forms	
Future tense verbs (e.g., Tomorrow she is going to wear an apron.)	Set 1: 549-551; *Creative IDEAS* Bk. 5, pp. 58-72
Past progressive tense verbs (e.g., Yesterday she was wearing a raincoat.)	Set 1: 549-551, 630
Conjunctions	
Conjunctions (but, because)	Set 1: 598-600 (because), 618-620 (but)
For additional practice, refer to *Frames for Fluency* Set 1, Unit 4.	

COMPREHENSION RECOMMENDATION

Carousel of IDEAS Comprehension Objectives	Intervention from *Carousel of IDEAS* (Unit 4)
Listen to/read a riddle and respond by answering factual comprehension questions	Set 1: 533, 615
Listen to and recite a chant and respond to simple questions	Set 1: 568
Listen to/read and recite a poem/rhyme/chant and respond to simple directions and questions	Set 1: 620
Read a fictional story/nonfiction article and answer factual	Set 1: 526, 532-533, 592, 596, 598-599, 620, 629-630

comprehension and critical thinking questions	
Read a chart/graph and answer questions	Set 1: 544, 571
Follow directions to conduct a science experiment	Set 1: 558

LANGUAGE FUNCTIONS RECOMMENDATION

Carousel of IDEAS Language Functions	Intervention from *Carousel of IDEAS* (Unit 4)
Social functions	
Express likes and dislikes	Set 1: 618-619
Recognize and understand idiomatic expressions	Set 1: 643
Academic functions	
Conduct a science experiment; record and analyze data	Set 1: 558
Analyze and explain a graph	Set 1: 571
Differentiate between fact and opinion	Set 1: 604-605, 628
Categorize foods	Set 1: 616, 624-626
Categorize body parts by location	Set 1: 639-640
Work with texts (fiction and/or non-fiction)	
- Make predictions - Listen to a story and respond orally by answering factual comprehension questions and critical thinking questions	Set 1: 528-530, 552-554, 576-578, 601-603, 624-626, 648-650
Identify and describe characters and settings	Set 1: 528-530, 576-578, 601-603, 624-626
Explain decisions with supporting evidence	Set 1: 532-533
Identify the relationship between text and personal experience	Set 1: 552-554, 576-578, 648-650
Sequence and retell events in a story	Set 1: 576-578, 580-581
Identify the main idea/events of a story	Set 1: 601-603, 648-650
Infer about text	Set 1: 624-626
For additional practice, refer to *Frames for Fluency* Set 1, Unit 4.	

Explanation of the Dimensions in the Diagnostic Profile

Vocabulary	Vocabulary items test students' knowledge of single words (nouns or adjectives) that range from basic and concrete at the early proficiency levels to more abstract at the higher levels.
Grammar	Grammar items test students' knowledge of the correct use of grammatical forms at the word, phrase, and sentence levels. They include both morphology and syntax.
Comprehension	Comprehension items assess the students' ability to comprehend directions, descriptions, comparisons, and stories. Story comprehension includes understanding the main idea and details as well as drawing low-level inferences.
Language Functions	Language functions are things that students "do" with language, such as describing, narrating, or explaining. Language functions include academic language as well as tasks that belong to general English, ranging from self-identification to describing events and expressing and justifying opinions.
Listening	Listening is the skill of hearing auditory input and comprehending it. Some items on the IPT concentrate solely on listening by having the students point to or act out the responses to the examiner's prompt, while others test a combination of listening and speaking, so that the acceptability of the answer depends both on the correct comprehension of the prompt and the correct oral production of the response by speaking. On the diagnostic profile, the items that make up the Listening dimension consist of items that test comprehension and language functions, because correct responses to these items reflect students' ability to understand spoken language.
Speaking	Speaking is the skill of expressing something orally. On the IPT-Oral, speaking items vary in complexity from single-word responses to multi-sentence descriptions or explanations. On the diagnostic profile, the items that make up the Speaking dimension consist of items that test grammar and language functions, because correct responses to these items reflect students' ability to speak accurately and comprehensibly.
BICS	BICS stands for Basic Interpersonal Communication Skills. It stands in contrast to Cognitive Academic Language Proficiency (CALP). The distinction was made by Jim Cummins (1979, 1981) to point out the challenges of second language learners in catching up to their native speaking peers in school language. BICS refers to everyday conversational fluency, or what is often termed "social language." Cummins wanted to raise practitioners' awareness that high proficiency in BICS can be deceptive in second language learners. It does not mean that these students will learn CALP skills as quickly or in the same way as their native speaking peers. On the diagnostic profile, the items that make up the BICS dimension consist of items that test vocabulary and grammar, because correct responses to these items reflect students' ability to talk about everyday topics.