

Student Information

Student ID: a1b2c34
 Name: Test Student 4-yo
 Grade: Pre Kindergarten
 Age: 4
 Date of Birth: 2/04/2015
 Gender: Female
 Ethnicity: Two or more races
 Primary Language: *Other Language
 Program Participation:

School Information

Teacher: --To Be Determined--
 Examiner: Sari Luoma
 School: --To Be Determined--
 District: Ballard & Tighe Demo District (SL)

Test Scores

Oral Score Level: B
 Oral Proficiency Level: Intermediate
 Oral Designation: Limited English Speaking (LES)
 Raw Score: 11
 Scaled Score: 70
 Percentile: 66
 NCE: 59

Test Information

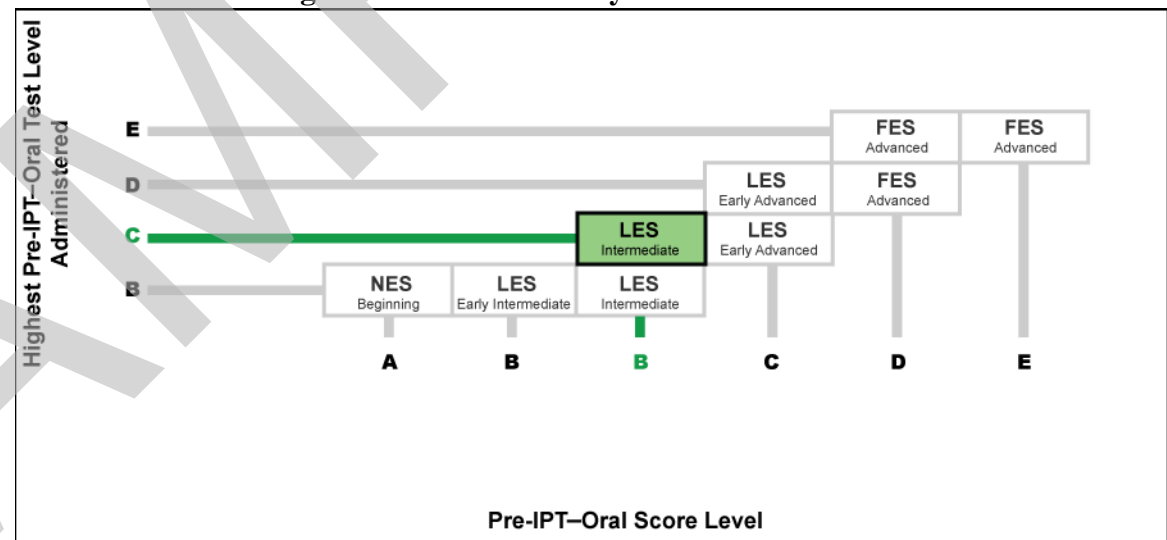
Test Form: Pre-IPT English (5th Ed.)
 Test Date: 4/25/2019
 Test Period: IPT Oral

Students at Level B can typically:

- tell his or her name.
- identify family members and their gender categories.
- understand number concepts of one, two, and three.
- use the plural form appropriately when identifying more than one object.
- demonstrate understanding of basic spatial relationships.
- answer an "either/or" question to express preference.

Pre-IPT English (5th Ed.)

Designation and Proficiency Levels for 4 Year Olds



NES: Non-English Speaking LES: Limited English Speaking FES: Fluent English Speaking

Based on Test's test performance, the highest test level that she was administered was C, and her Oral Score Level was B. The green box in the chart above shows that Test'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 Pre-IPT English (5th 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
VOCABULARY	2.Nouns: People 3.Nouns: People 4.Nouns: People	11.Nouns: Clothing <u>12.Nouns: Foods</u> 19.Nouns: Common Objects	23.NA 26.NA	
GRAMMAR	6.Plural -s	<u>13.Present/Future Form of Verbs</u> 18.Present Progressive Form <u>20.Prepositional Phrase</u>	21.NA 22.NA 27.NA 28.NA	32.NA 33.NA
COMPREHENSION	<u>*8.Spatial Concepts</u> *9.Follow Directions *10.Follow Directions	<u>*14.Spatial Concepts</u>	*24.NA	34.NA 36.NA
LANGUAGE FUNCTIONS	1.Give Own Name <u>5.Number Concepts</u> 7.Express Preference	<u>15.Describe Activities (Present/Future)</u> <u>16.Describe Activities</u> <u>17.Express Preferences</u>	25.NA 29.NA 30.NA	31.NA 35.NA 37.NA 38.NA 39.NA 40.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 Test's Test Performance 4/25/2019

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

*See last page for an explanation of dimensions

Diagnostic Dimensions

The diagnostic dimensions are based on a content analysis of the skills assessed in each test item. Vocabulary scores are based on items requiring the knowledge and retrieval of vocabulary. Grammar scores are based on items requiring the correct use of grammar. Listening scores are based on items requiring mostly listening or an equal combination of listening and speaking. Speaking scores are based on items requiring mostly speaking or an equal combination of listening and speaking. BICS scores are based on items requiring the knowledge of basic interpersonal communication skills. CALP scores are based on items requiring the knowledge of cognitive academic language proficiency.

Description of Test's Diagnostic Profile

The diagnostic information available from Test's performance on the Pre-IPT English (5th Ed.) indicates that she has a balanced profile for her level with good control of vocabulary, listening, speaking, and basic interpersonal communication skills (BICS) or social language, relative to her level. She has a solid foundation for building on to the next proficiency level.

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.
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.
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.
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.
CALP	CALP stands for Cognitive Academic Language Proficiency. It stands in contrast to Basic Interpersonal Communication Skills (BICS). CALP refers to "students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school" (Cummins, 2007), or "the extent to which an individual has access to and command of the oral and written academic registers of schooling" (Cummins, 2000). The concept is very similar to that of academic language proficiency. Students need to master CALP to achieve success in school.