

BILINGUAL

es



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D E P A R T M E N T

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IDEA Proficiency Test (IPT)

Listening, Speaking, Reading & Writing

ESOL Instructional Facilitators:

IPT Quia Link

[http://www.quia.com/pages/browarddesoltraining/
page11](http://www.quia.com/pages/browarddesoltraining/page11)

IPT Materials

Reading & Writing Form C

IPT 1 (Gr. 2-3)

IPT 2 (Gr. 4-6)

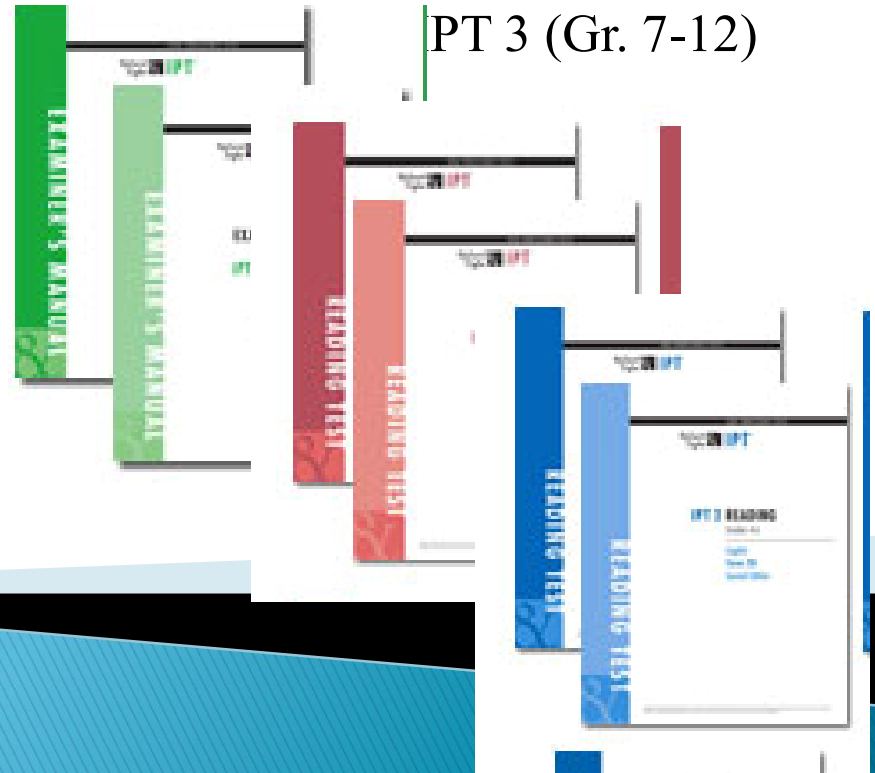
IPT 3 (Gr. 7-12)



Oral/Aural K-6 Form G



Oral/Aural 6-12 Form E



Contact Information

▶ District Support

- Online training 24/7
- Webinars
- IPT Help Desk
ipthelpdesk@ballard-tighe.com

Melissa Cortez

Tel: (800) 321-4332x 205

www.ballard-tighe.com

The META Consent Decree

- ▶ Identification and assessment
- ▶ Equal access to appropriate programming
- ▶ Equal access to appropriate categorical and other programming for ELLs
- ▶ Personnel
- ▶ Monitoring
- ▶ Outcome measures

Outcomes:

- Identify and navigate IPT Listening, Speaking, Reading, and Writing materials
- Practice administration of the tests
- Assess students using the IPT effectively

Identification

▶ Home Language Survey (HLS)

- If any of the questions are marked “Yes” administer the IPT (L/S only)

The following survey questions are designed to provide each student high quality educational and/or supplemental services:

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

Is a language other than English used in the home?

Yes No If yes, language used _____

Does the student have a first language other than English?

Yes No

Does the student most frequently speak a language other than English?

Yes No If yes, language used _____

- If a student has previously attended a Broward school (including Charters), check TERMS to determine whether he/she has a language classification/A23 Panel before administering the IPT

Purpose of Administering IPT

Listening/Speaking (L/S)

- ▶ Identification
- ▶ Progress Monitoring (Annual and Extension of Services)

Reading & Writing (R & W)

- ▶ Progress Monitoring (Only for Extension of Services, 4 yrs or more in the ESOL Program)

Progress Monitoring

- ▶ Used to track progress towards English language proficiency
 - For REEVALS after October 1st, all IPT subtests (L/S, R & W) are administered to determine Extension of Services for ELLs entering the 4th year or beyond in the ESOL Program

IPT Listening/Speaking (L/S)



Oral/Aural K-6 Form G



Oral/Aural 6-12 Form E

IPT Testing Environment

- ▶ Quiet, non-threatening area that allows for individual testing with limited distractions
- ▶ If feasible, examiner may speak to the student in the language in which the student is most comfortable before starting the test
- ▶ Examiner must administer the entire test in English only



The School Board of Broward County, Florida
Bilingual/ESOL Department
INITIAL LANGUAGE CLASSIFICATION ASSESSMENT FORM

Student's Name: (Last) (First) (Middle) Date:
Home Address: (Street Number) (City) (State) (Zip)
Name: (Parent/Guardian) Phone (Home): Phone (Work):
Date of Birth: Sex: M F FSI #: Grade:
Country of Birth: Home Language:
Date of Entry into the U.S.A.: School:
Comments/Observations:

Table with 4 columns: English, Home Language, Both. Rows include questions about language usage at home and with friends.

Test Administered: Pre-IPT (3-5-year-old Pre-K), IPT I (Grades K-5), IPT II (Grades 6-12), K-TEA (Grades 3-12 if applicable)
IPT Test Score Level: National Percentile Rank Score:
Assessor's Signature: District Language Classification:

LANGUAGE LEVEL CLASSIFICATIONS
A1 Beginning English Speaker
A2 Early Intermediate English Speaker
B1 Intermediate English Speaker
B2 Early Advanced English Speaker
ELL CODE: A1/LY, A2/LY, B1/LY, B2/LY
U Unable to be Classified
C1 Advanced English Speaker
C2 Fluent English Speaker
Reading/Writing Test Administered for students not eligible for D or E Language Classifications:
K-TEA Reading Score: Writing (Language) Score: Date:
ELL CODE: C1/LY, C2/ZZ
D Dominant English Speaker
E Monolingual English Speaker
ELL CODE: D/ZZ, E/ZZ
CODING FOR ELLS:
LY Active English Language Learner (ELL)
ZZ Does not qualify for ESOL services/Not Applicable
LF Former ELL within 2 years monitoring period
LZ Former ELL that has completed the 2 year monitoring period
PRE-K LY-T
*Pre-K students entering K who are tested before the start of school (no earlier than May) and do not qualify for the ESOL Program are coded ZZ.
ELL CODE: C2/ZZ, D/ZZ, E/ZZ
*If tested after the first day of school and they do not qualify for services, they are coded LF and must be monitored for two years.
ELL CODE: C2/LF
Date:

Language Classifications



Beginning.....→ Fluent

Broward County Language Level Classifications of **D/ZZ** and **E/ZZ** should always be considered if applicable. Interview and background data will be helpful in determining **D/ZZ** and **E/ZZ** BCPS Language Level Classifications.

Coding for ELLs

ELL Codes	Definitions
LY	The student is an English Language Learner and is enrolled in classes specifically designed for ELLs.
LF	The student is being monitored for a two-year period after having exited from the ESOL Program.
LZ	The student is one for whom a two -year follow-up period has been completed after the student has exited the ESOL Program.
ZZ	Not applicable (for the ESOL Program)

Overview of Test Layout

- ▶ Test contains 6 levels of difficulty: Levels A–F
- ▶ Students advance by proficiency levels. (NES, LES, FES)
- ▶ Start test administration with item 1
- ▶ Score Box at end of each section determines next steps
- ▶ Sample items are to be administered to all students

INTRODUCTION

Today I would like to find out how much English you know. I have to make a check mark every time you answer, so please don't pay attention to my writing. I don't think this will be hard for you. Just relax and do your best.

Examiner says:

(referring to pictures for circled items)

Student responds:

SAMPLE ITEMS:

A. Hello! How are you?

A. *(Appropriate response)*

B. What grade are you in?

B. *(Gives appropriate grade)*

C. Look at this picture. Point to the girl.

C. *(Points appropriately)*

D. *(Examiner points to boy)*
This is a _____.

D. boy

E. *(Examiner points to the three children)*
What are the children doing? They _____.

E. are running/are playing

These are examples of what you will be asked to do. Now let's begin.

There is no Level A section. It is a placement designation only.

BEGINNING OF LEVEL B

1. What is your name?
Tell me your first name and your last name.

1. *(Gives first and last names)*
(Kindergarten: first or last name only is acceptable)

2. How old are you?
Tell me how old you are.

2. *(Gives an appropriate age)*

3. Let's look at some pictures.
(Examiner points to driver in picture)
Who is this? She is a _____.
What is her job? She is a _____.

3. driver/bus driver/school bus driver

4. *(Examiner traces outline of wheel)*
What is this? This is a _____.

4. wheel/tire

5. What is this? This is a _____.

5. sock

6. *(Examiner traces outline of back)*
This is part of your body. This is a _____.
What is this?

6. back

7. What is this? This is an _____.

7. orange

8. *(Examiner points at turtle)*
What is this? This is a _____.

8. turtle

9. Please put your finger under your chin.

9. *(Puts finger under chin; does not have to touch chin)*

10. Now, put it between your eyes. Thank you.

10. *(Puts finger between eyes)*

11. Let's look at another picture.
(Examiner points to carrot on left, then circles two carrots on right while saying:)
This is one carrot. These are two _____.

11. carrots

Correct
Incorrect

Examiner says:

(referring to pictures for circled items)

Student responds:

Correct
Incorrect

12. What is this? This ...
Tell me in a sentence.

12. (This) is a bowl./It is (It's) a bowl./That is (That's) a bowl.

13. Look at this picture. What are they doing? They ...
Tell me in a sentence.

(Any appropriate response using the "-ing" form of the verb)
13. (They) are drinking./They're drinking.

14. I'm going to read you two stories. After I finish each story, I'll ask you a question about it. I'm only going to read each story once, so listen carefully. Here's the first story.

Matt went to the playground to play with his friends. Nobody was at the playground. Matt had to play all by himself.

How did Matt feel: lonely or happy?

14. lonely

15. Here's the second story.

Cindy was at the store with her father. Her father needed to buy a lot of things. Cindy didn't have anything to do.

How did Cindy feel: proud or bored?

15. bored

END OF LEVEL B

BEGINNING OF LEVEL C

<p>TOTAL # OF LEVEL B ERRORS: - - - - - <input type="checkbox"/></p> <p>8 or more errors: Stop. Score is Level A.</p> <p>4 - 7 errors: Stop. Score is Level B.</p> <p>3 or fewer errors: Go to Level C.</p>
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16. Let's look at some pictures again. (Examiner points to the mailman) What is his job? He is a _____.

16. mailman/postman/mail carrier/postal worker

Test Administration

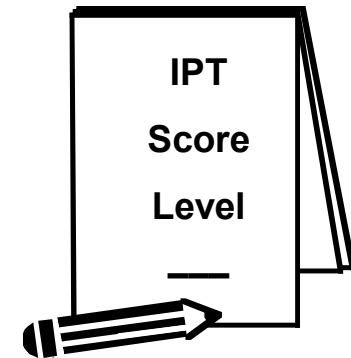
- ▶ Follow “Examiner says” column
- ▶ Test items may be repeated one time, but stories should only be read once
- ▶ Italics indicate action required or supplementary prompts
- ▶ Underlined text should be emphasized when read aloud
- ▶ Circled numbers such as 1. correspond to a page in the test pictures flip book

Acceptable Student Responses

- ▶ Responses matching the answer printed in the “Student responds” column
- ▶ Any responses listed and separated by /___/___/
- ▶ Variations in pronunciation, assuming utterance is comprehensible and correct meaning is conveyed
- ▶ Complete sentences, as required
- ▶ Student’s logical response for items with (...)

Scoring Procedures

- ▶ Testing continues until examiner comes to level in test where number of student errors indicates to “Stop. Score is Level ____.”
 - This is student’s IPT Score Level, which must be recorded on the front of the Student Test Booklet
- ▶ Chart for converting IPT Score Levels to NES/LES/FES designations located at end of Student Test Booklet and in Correlations Chart (Appendix D)



Examiner says:
(referring to pictures for circled items)

2. What is this? This ...
Tell me in a sentence.

13. Look at this picture. What are they doing? They ...
Tell me in a sentence.

14. I'm going to read you two stories. After I finish each story, I'll ask you a question about it. I'm only going to read each story once, so listen carefully. Here's the first story.

Matt went to the playground to play with his friends. Nobody was at the playground. Matt had to play all by himself.

How did Matt feel: lonely or happy?

14. lonely

15. Here's the second story.

Cindy was at the store with her father. Her father needed to buy a lot of things. Cindy didn't have anything to do.

How did Cindy feel: proud or bored?

15. bored

TOTAL # OF LEVEL B ERRORS: ----- **2**
8 or more errors: Stop. Score is Level A.
4 - 7 errors: Stop. Score is Level B.
3 or fewer errors: Go to Level C.

END OF LEVEL B

BEGINNING OF LEVEL C

16. Let's look at some pictures again. (Examiner points to the mailman) What is his job? He is a _____.

16. mailman/postman/mail carrier/postal worker

17. What is this? This is a _____.

17. cow

18. What is this? This is a _____.

18. cake/birthday cake/chocolate cake

19. In this picture, what is the boy doing right now? He ...
Tell me in a sentence.

(He) is reading./He's reading./ (He) is looking at a book./He's looking at a book.

19. book./He's looking at a book.

20. Let's look at these children. Which pencil is hers?
Point to it.

20. (Points appropriately)

21. (Circle the entire picture with your finger)
Now look at this whole picture. Point to the middle of the picture.

21. (Points appropriately)

22. Please complete the sentence. Can we see stars in the daytime? No, we ...
(If the student says "see them at night," say:) Can you say it shorter? Yes, we _____, or no, we _____.

22. (No, we) can't/cannot.

Examiner says:
(referring to pictures for circled items)

23. Listen carefully, then say exactly what I say.
(Examiner may repeat one time only)

My dog can run fast.

24. The new boy in our class is named John.

25. The apple is red because it is ripe.

26. 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.

Lisa is going to the shoe store with her father. They are going to buy Lisa some new shoes. Her old shoes are too small, so she needs new ones.

What is the girl's name?

27. Where is she going?

28. Who is going with her?

29. What is her problem?

30. Tell me what you like about school.
What do you do in school?
Tell me in a sentence. I ...

Student responds:

(Repeats each word in correct sequence)

23. My dog can run fast.

24. The new boy in our class is named John.

25. The apple is red because it is ripe.

26. Lisa

27. to the shoe store/to the store

28. her father/dad/daddy

(Any appropriate sentence, such as "Her shoes are too small," or "She needs new shoes.")

30. (Any appropriate sentence in the present tense)

TOTAL # OF LEVEL C ERRORS: ----- **4**
8 or more errors: Stop. Score is Level B.
4 - 7 errors: Stop. Score is Level C.
3 or fewer errors: Go to Level D.

END OF LEVEL C

BEGINNING OF LEVEL D

31. Let's look at some pictures again.
(Examiner points to the bathtub)
This is in a house. What is it?

31. (bath)tub

32. What kind of day is this? It's a _____.

32. windy day

33. What does the boy do every day before going to school? He ...
(Any appropriate response using the simple present tense, such as "(He) gets dressed." Do not accept the present progressive form, such as "He is getting dressed.")

33.

34. Look at these children. Point to the girl who has fewer balloons than the boy.

34. (Points appropriately)

(Any order acceptable)
Monday, Tuesday, Wednesday, Thursday, Friday.

35. Saturday, Sunday

35. Tell me the days of the week.
Tell me all the days of the week.

Raw Score:
30 - 6 = 24

**IPT I-ORAL ENGLISH, FORMS G & H
NES/LES/FES DESIGNATION CHART
(NORM YEAR 2009)**

IPT Oral Designation	NES (Non-English Speaking)	LES (Limited English Speaking)			FES (Fluent English Speaking)
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Fall K	A	B*	B*	C	D, E, F
Spring K–Grade 1	A	B	C	D	E, F
Grades 2–6	A, B	C	D	E	F

* For further differentiation of proficiency levels, please see the table below.

GRADE	SCORE LEVEL	RULE	PROFICIENCY LEVEL
Fall K	B	Student made three or fewer errors in test level B	Intermediate
		Student made four or more errors in test level B	Early Intermediate

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ESOL Department



***Correlations of IDEA Oral Language
Proficiency Test (IPT) Score Levels on***

Pre-IPT-Oral English, 4th Edition

IPT I-Oral English, Form G

IPT II-Oral English, Form E

with

***Broward County Language Level
Classifications***

CORRELATIONS OF IPT I-ORAL ENGLISH, FORM G SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL CLASSIFICATIONS

GRADES 3 - 5

IPT I Score Levels <small>Start testing all students at the beginning of the test.</small>	NES/LES/FES Oral Designations Based on IPT Score Levels	IPT Oral Proficiency Levels Based on IPT Score Levels	Broward County Language Level Classifications (A1-E)*
Level A	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level B	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level C	LES <small>(Limited-English Speaker)</small>	Early Intermediate	A2
Level D	LES <small>(Limited-English Speaker)</small>	Intermediate	B1
Level E	LES <small>(Limited-English Speaker)</small>	Early Advanced	B2
Level F	FES <small>(Fluent-English Speaker)</small>	Advanced	C1 or C2 To decide whether the student is C1 or C2 for ESOL program entry, use reading and writing scores from KTEA. See placement section of the ESOL Handbook for more information.
<p>D or E</p> <p>Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ.</p> <p>Interview and background data will be helpful in determining D or E classification. Note: Reading and Writing scores (KTEA) are not required for D or E classification. These students do not qualify for ESOL Services.</p>			

IPT I Oral Test – Form G Grade 3 - 5 (Norm Year 2009)

Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
75	137	94	83	37	97	15	28
74	136	85	72	36	96	14	27
73	135	76	65	35	95	14	27
72	134	70	61	34	94	13	26
71	133	64	58	33	93	12	25
70	132	60	55	32	92	12	25
69	131	56	53	31	90	11	24
68	130	52	51	30	89	11	24
67	129	50	50	29	88	10	23
66	128	47	48	28	87	10	23
65	127	45	47	27	86	9	22
64	126	43	46	26	85	8	20
63	124	41	45	25	84	8	20
62	123	39	44	24	83	8	20
61	122	37	43	23	82	7	19
60	121	36	42	22	81	7	19
59	120	35	42	21	80	6	17
58	119	33	41	20	79	6	17
57	118	32	40	19	78	5	15
56	117	31	40	18	77	5	15
55	116	30	39	17	76	5	15
54	115	29	38	16	75	4	13
53	114	28	38	15	73	4	13
52	113	27	37	14	72	4	13
51	112	26	36	13	71	3	10
50	111	25	36	12	70	3	10
49	110	24	35	11	69	3	10
48	109	23	34	10	68	2	7
47	107	22	34	9	67	2	7
46	106	22	34	8	66	2	7
45	105	21	33	7	65	2	7
44	104	20	32	6	64	1	1
43	103	19	32	5	63	1	1
42	102	19	32	4	62	1	1
41	101	18	31	3	61	1	1
40	100	17	30	2	60	1	1
39	99	16	29	1	59	0	0
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ORAL TEST

District Language Classification A2

Oral Raw Score 24

National Percentile (NP) 8%

English Form G

Student ID ... 0612345678

Name ... Jane Daja

Teacher ... Ms. Jones

Grade ... 4

School ... Sunshine Elem

District ... Broward

Test Date ... 7-14-2014

Date of Birth ... 3-17-2005

Country of Birth ... Mexico

Gender: Female Male

Ethnicity

Primary Language Spoken at Home ... Spanish

Economically Disadvantaged Disability Migrant

IPT Oral Score Level: A B C D E F

IPT Oral Designation: NES CES FES

IPT Oral Proficiency: Beginning Early Intermediate

FES K-2

- ▶ If a student scores FES upon initial assessment, he/she will be classified as C2/ZZ and will not enter the ESOL Program.
- ▶ An FES student may be given a Broward Language Level Classification of C1 if performance indicates a lack of English proficiency in readiness and academic skills.
 - Note: This decision can only be made through an ELL Committee recommendation.

FES 3-12

- ▶ To decide whether an FES student is C1 /LY or C2 /ZZ, use the Kaufman Test of Educational Achievement II–Brief Form (KTEA II) reading and writing scores
- ▶ KTEA is only administered by a Bilingual/ESOL Department staff member.
 - Send Request for Assessment Form (Appendix C) to: esolrequest@browardschools.com

Note: KTEA is not administered to K-2

Broward Language Classifications D and E (K–12)

- ▶ Broward County Language Level Classifications of D (Dominant English Speaker) and E (Monolingual English Speaker) should always be considered if applicable.
- ▶ Interview and background data will be helpful in determining D and E classifications.

Data to Secure and Record

- ▶ IPT Oral Score Level (A, B, C, D, E, F)
- ▶ IPT Oral Designation (NES, LES, FES)
- ▶ District Language Classification (Use Correlation Chart.)
- ▶ Oral Raw Score (total # of items correct)
- ▶ Listening/Speaking National Percentile (NP)
(Use Percentile Score Chart)

Unable to be Classified (U)

- ▶ Special Populations Language Dominance Questionnaire (see attachments #2a & 2b) must be completed and sent to Bilingual/ESOL Department
 - School Form
 - Parent Form
 - These forms are found on the Bilingual/ESOL Department website under “Guidelines for ESE and ELLs PreK–12”
 - Bilingual/ESOL Department personnel will review and determine ELL Code (LY or ZZ)

BrainShark PowerPoint Presentation

<http://esol.browardschools.com/>

The screenshot shows a web browser displaying a BrainShark presentation. The main slide has a blue background with the following text:

IDEA Proficiency Test (IPT)

Listening/Speaking

May 2012

Logos for Broward County Public Schools and the ESOL Department are visible at the bottom of the slide.

The left sidebar contains a table of contents:

Content	Duration
2. IDEA Proficiency ...	00:12
3. Agenda	00:18
4. IPT I & IPT II	00:18
5. Purpose of Admi...	00:27
6. Purpose of Admi...	00:16
7. IPT Oral Assess...	00:28
8. IPT Oral Assess...	00:39
9. New Features	00:23
10. Directions in Ho...	00:25
11. IPT Oral Assess...	00:29
12. Administration	00:43
13. Administration (...)	00:39
14. Updated Correlat...	00:15
15. Data to Secure ...	00:47
16. FES K-2	01:00
17. FES 3-12	01:24
18. Broward Lingua...	00:54
19. Initial Language...	01:01
20. Unable to be Cla...	01:37
21. Data to secure a...	00:21
22. For Questions Call	00:14

At the bottom of the slide, a video player interface shows 'Slide 2 of 22' and a progress bar at '00:04 / 00:12'.

**DO NOT WRITE
ON THE
PRACTICE
TEST!**

Practice scoring the IPT Oral Assessment



Case of Daniella

Grade 4

IPT Oral Score Level =

IPT Oral Designation =

District Language Classification:

Oral Raw Score =

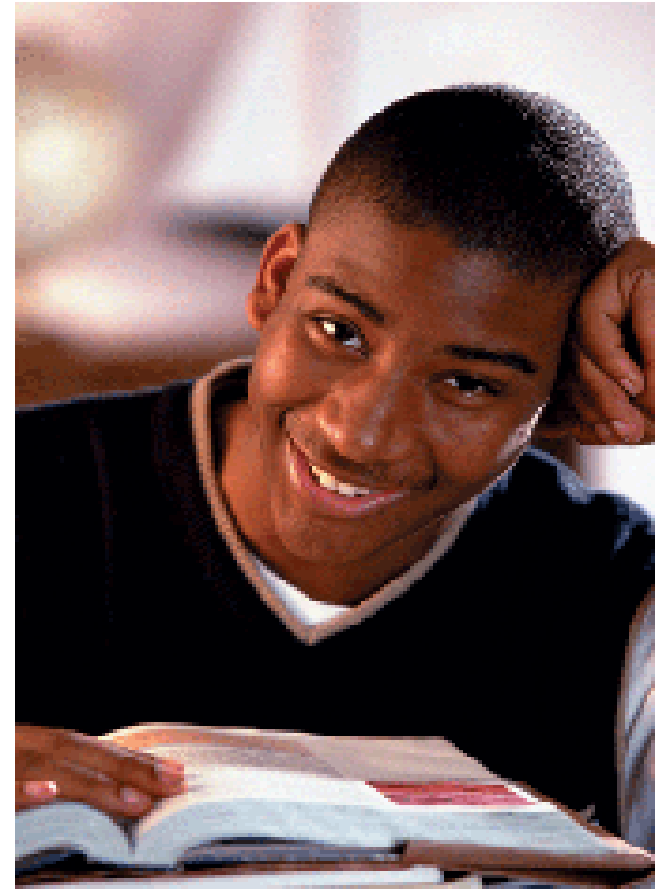
NP =



Case of Stanley

Grade 10

IPT Oral Score Level =
IPT Oral Designation =
District Language Classification =
Oral Raw Score =
NP =



Case of Daniella

Grade 4

IPT Oral Score Level = **C**

IPT Oral Designation = **LES**

District Language Classification = **A2**

Oral Raw Score = **25**

NP = **8**



Case of Stanley

Grade 10

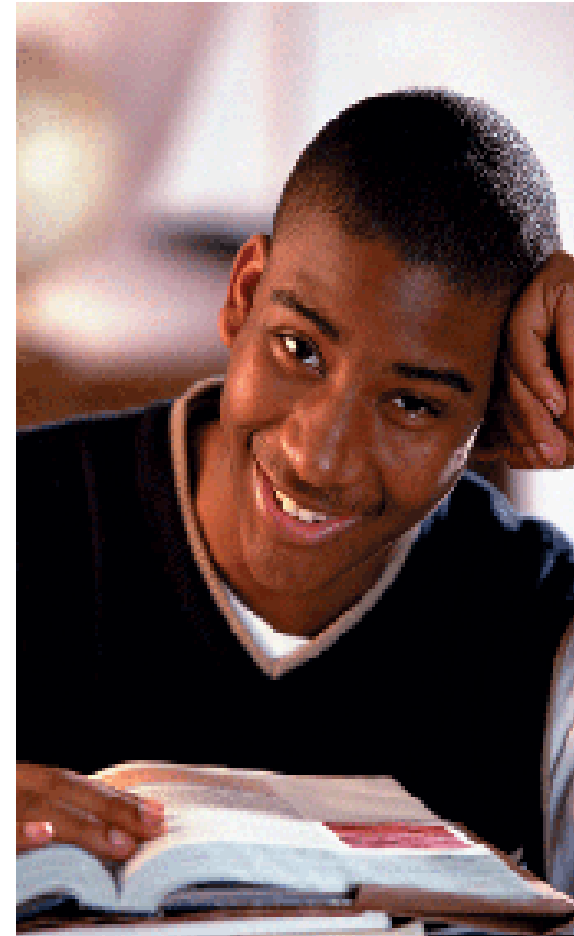
IPT Oral Score Level = **D**

IPT Oral Designation = **LES**

District Language Classification = **B1**

Oral Raw Score = **41**

NP = **29**



Who?

What?

Where?

- ✓ **Who is the ESOL Contact ?**
- ✓ **Who is the registrar?**
- ✓ **Who is the IMT?**
- ✓ **Who are the current assessors?**
- ✓ **What is the registration process ?**
- ✓ **Where are the IPT testing materials?**

IPT Reading (R) & Writing (W)



Progress Monitoring

- ▶ Used to track progress towards English language proficiency
- ▶ All subtest (L/S, R & W) used for Extension of Services that occur after Oct. 1st
- ▶ Extension of Services for ELLs entering 4th year or beyond in the ESOL program

IPT Reading/Writing Assessment



IPT Reading/Writing Assessment

Scoring and Administration	
Reading	Writing
Approximately 25 minutes to administer	Approximately 25-35 minutes to administer
Group administered/multiple-choice	Group administered/Holistic scoring
Vocabulary & Vocabulary in Context	Write a Story
Reading For Understanding	Write your own Story
Reading For Life Skills	Writing Conventions
Language Usage	
Designation based on # of correct items	
Scoring Template on IPT 2 & 3	

- R/W should **NOT** be administered in the same sitting.
- Must follow Examiner's Manual for proper administration.

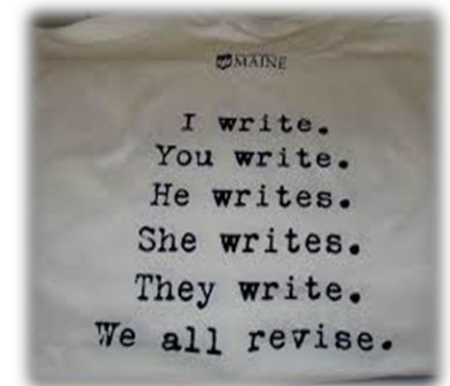
IPT Reading/Writing Assessment

- ✓ Reading and Writing Examiner's Manual
- ✓ Reading test
- ✓ Reading answer sheet
- ✓ Reading Scoring template (IPT 2 & 3)
- ✓ Writing test & scoring page
- ✓ Writing Rubric on Examiner's Manual

Examiner's Manual



- ▶ For IPT **1**, **2**, and **3**:
 - Administration of Reading pages 9–16
 - Administration of Writing pages 17–21



Student Information (IPT 1, 2, & 3)

IPT 1 READING
 Grades 2-3
 English
FORM 1C
 Second Edition

Ballard
 Tighe IPT

Vertical text on the left: "This booklet may be used for one testing of one student only. Multiple useage of a test booklet is expressly prohibited."

Vertical number on the bottom left: 241148

Grid of bubbles for student identification (A-Z, 0-9).

DATE OF BIRTH

MONTH	DAY	YEAR
JAN <input type="radio"/>		
FEB <input type="radio"/>		
MAR <input type="radio"/>	0 0 0 0 0 0	0 0 0
APR <input type="radio"/>	1 1 1 1 1 1	1 1 1
MAY <input type="radio"/>	2 2 2 2 2 2	2 2 2
JUN <input type="radio"/>	3 3 3 3 3 3	3 3 3
JUL <input type="radio"/>	4 4 4 4 4 4	4 4 4
AUG <input type="radio"/>	5 5 5 5 5 5	5 5 5
SEP <input type="radio"/>	6 6 6 6 6 6	6 6 6
OCT <input type="radio"/>	7 7 7 7 7 7	7 7 7
NOV <input type="radio"/>	8 8 8 8 8 8	8 8 8
DEC <input type="radio"/>	9 9 9 9 9 9	9 9 9

GRADE

2 3

GENDER

F M

ETHNICITY

Asian or Pacific Islander

Black, not of Hispanic Origin

Hispanic

American Indian or Alaskan Native

White, not of Hispanic Origin

Other

IF APPLICABLE

Economically Disadvantaged

Disability

Migrant

PRIMARY LANGUAGE

English Pilipino

Spanish Lao/Hmong

Vietnamese Native American

Cantonese Other:

Korean

NCLB SCORES

Listening _____ Speaking _____ Reading _____

Writing _____ Comprehension _____

ORAL LANGUAGE PROFICIENCY TEST

IPT 1 TEST FORM: E F

IPT 1 SCORE LEVEL: A B C D E F

DESIGNATION: NES LES FES

STUDENT LANGUAGE PROFICIENCY SUMMARY

Fluent English Speaker (FES) (Oral Test)	NO <input type="checkbox"/>	YES <input type="checkbox"/>	DATE: _____
Competent English Reader (Reading Test)	NO <input type="checkbox"/>	YES <input type="checkbox"/>	DATE: _____
Competent English Writer (Writing Test)	NO <input type="checkbox"/>	YES <input type="checkbox"/>	DATE: _____

*If student received a "NO" in one or more categories above, he or she should be designated: LIMITED ENGLISH PROFICIENT (LEP)

*If student received a "YES" in all three categories above, he or she should be designated: FLUENT ENGLISH PROFICIENT (FEP)

STUDENT DESIGNATION: LEP FEP

Teacher Name _____

School Name _____

Test Date _____ State _____

Testing Agency _____

District Name _____

Campus Location _____

Examiner Name _____

STUDENT ID

Grid of bubbles for Student ID (0-9).

DISTRICT CODE

Grid of bubbles for District Code (A-Z, 0-9).

SCHOOL CODE

Grid of bubbles for School Code (A-Z, 0-9).

IMPORTANT



- Example: (A) (B) ● (D)
- Erase completely to change.

STUDENT ANSWER SHEET

READING TEST					WRITING TEST
<p>PART 1</p> <p>Vocabulary</p> <p>Sample A (A) (B) (C) (D)</p> <p>Sample B (A) (B) (C) (D)</p> <p>1 (A) (B) (C) (D)</p> <p>2 (A) (B) (C) (D)</p> <p>3 (A) (B) (C) (D)</p> <p>4 (A) (B) (C) (D)</p> <p>5 (A) (B) (C) (D)</p> <p>6 (A) (B) (C) (D)</p> <p>7 (A) (B) (C) (D)</p> <p>8 (A) (B) (C) (D)</p> <p>9 (A) (B) (C) (D)</p> <p>10 (A) (B) (C) (D)</p> <p>STOP</p>	<p>PART 2</p> <p>Vocabulary in Context</p> <p>Sample A (A) (B) (C) (D)</p> <p>Sample B (A) (B) (C) (D)</p> <p>1 (A) (B) (C) (D)</p> <p>2 (A) (B) (C) (D)</p> <p>3 (A) (B) (C) (D)</p> <p>4 (A) (B) (C) (D)</p> <p>5 (A) (B) (C) (D)</p> <p>6 (A) (B) (C) (D)</p> <p>7 (A) (B) (C) (D)</p> <p>8 (A) (B) (C) (D)</p> <p>9 (A) (B) (C) (D)</p> <p>10 (A) (B) (C) (D)</p> <p>STOP</p>	<p>PART 3</p> <p>Reading for Understanding</p> <p>Sample A (A) (B) (C) (D)</p> <p>1 (A) (B) (C) (D)</p> <p>2 (A) (B) (C) (D)</p> <p>3 (A) (B) (C) (D)</p> <p>4 (A) (B) (C) (D)</p> <p>5 (A) (B) (C) (D)</p> <p>6 (A) (B) (C) (D)</p> <p>7 (A) (B) (C) (D)</p> <p>8 (A) (B) (C) (D)</p> <p>9 (A) (B) (C) (D)</p> <p>10 (A) (B) (C) (D)</p> <p>11 (A) (B) (C) (D)</p> <p>12 (A) (B) (C) (D)</p> <p>13 (A) (B) (C) (D)</p> <p>14 (A) (B) (C) (D)</p> <p>15 (A) (B) (C) (D)</p> <p>STOP</p>	<p>PART 4</p> <p>Reading for Life Skills</p> <p>Sample A (A) (B) (C) (D)</p> <p>1 (A) (B) (C) (D)</p> <p>2 (A) (B) (C) (D)</p> <p>3 (A) (B) (C) (D)</p> <p>4 (A) (B) (C) (D)</p> <p>5 (A) (B) (C) (D)</p> <p>6 (A) (B) (C) (D)</p> <p>7 (A) (B) (C) (D)</p> <p>8 (A) (B) (C) (D)</p> <p>9 (A) (B) (C) (D)</p> <p>10 (A) (B) (C) (D)</p> <p>STOP</p>	<p>PART 5</p> <p>Language Usage</p> <p>Sample A (A) (B) (C)</p> <p>1 (A) (B) (C)</p> <p>2 (A) (B) (C)</p> <p>3 (A) (B) (C)</p> <p>4 (A) (B) (C)</p> <p>5 (A) (B) (C)</p> <p>6 (A) (B) (C)</p> <p>7 (A) (B) (C)</p> <p>8 (A) (B) (C)</p> <p>9 (A) (B) (C)</p> <p>10 (A) (B) (C)</p> <p>STOP</p>	<p>PART 1</p> <p>Conventions</p> <p>Sample A (A) (B) (C)</p> <p>Sample B (A) (B) (C)</p> <p>1 (A) (B) (C)</p> <p>2 (A) (B) (C)</p> <p>3 (A) (B) (C)</p> <p>4 (A) (B) (C)</p> <p>5 (A) (B) (C)</p> <p>6 (A) (B) (C)</p> <p>7 (A) (B) (C)</p> <p>8 (A) (B) (C)</p> <p>9 (A) (B) (C)</p> <p>10 (A) (B) (C)</p> <p>STOP</p>

FOR THE TEACHER ONLY

WRITING RATINGS

<p>PART 2</p> <p>1 (0) (1) (2) (3) 2 (0) (1) (2) (3)</p>	<p>PART 3</p> <p>A (0) (1) (2) (3) B (0) (1) (2) (3)</p>
--	--

HAND SCORING FOR ENGLISH READING TEST

STUDENT'S NUMBER CORRECT:

- PART 1: VOCABULARY
- PART 2: VOCABULARY IN CONTEXT
- PART 3: READING FOR UNDERSTANDING
- PART 4: READING FOR LIFE SKILLS
- PART 5: LANGUAGE USAGE

STUDENT'S TOTAL NUMBER CORRECT:

REQUIRED NUMBER CORRECT FOR:

Form	Grade		NON-ENGLISH (NER)	LIMITED ENGLISH (LER)	COMPETENT ENGLISH (CER)
2C	4th	<input type="checkbox"/> →	0-24	25-40	41-53
	5th and 6th	<input type="checkbox"/> →	0-27	28-44	45-53
2D	4th	<input type="checkbox"/> →	0-26	27-41	42-53
	5th and 6th	<input type="checkbox"/> →	0-29	30-45	46-53

STUDENT'S READING DESIGNATION

CHECK ONE:

NON-ENGLISH READER (NER)

LIMITED ENGLISH READER (LER)

COMPETENT ENGLISH READER (CER)

HAND SCORING FOR ENGLISH WRITING TEST

STUDENT'S NUMBER CORRECT:

PART 1: CONVENTIONS

(Transfer this Part 1 Number Correct Score to Writing Test Booklet to use in determining whether student is Non-, Limited, or Competent English Writer.)

Note: If student scores "Competent English Reader" as a result of this reading test, check appropriate "YES" square in the "STUDENT LANGUAGE PROFICIENCY SUMMARY" section on Page 1 of this Reading Test Answer Sheet. If student does not score "Competent," check "NO." Similar information from the Writing Test should also be entered, if appropriate.

Reading Result Designations

- ▶ Non English Reader ...**NER**
- ▶ Limited English Reader...**LER**
- ▶ Competent English Reader...**CER**

Writing Result Designations

- ▶ Non English Writer ...**NEW**
- ▶ Limited English Writer...**LEW**
- ▶ Competent English Writer...**CEW**

IPT WRITING TEST SCORE AND DESIGNATION SHEET

STUDENT'S SCORES AND CATEGORIES				
Writing rubrics are used to rate the student in relation to his or her grade level.				
RECORD OF STUDENT'S SCORES		CATEGORIES INDICATED WITH CHECKS		
WRITING TEST PARTS	SCORES	NON	LIMITED	COMPETENT
Part 1: CONVENTIONS Number correct: <input style="width: 40px; height: 20px;" type="text"/>	Check one → <input type="checkbox"/> 2nd Grade 0-5 3rd Grade 0-6	<input type="checkbox"/> 6-7 7-8	<input type="checkbox"/> 8-10 9-10	
Part 2: WRITE A STORY (Possible ratings: 0, 1, 2, 3) Story Sequence 1 _____ Story Sequence 2 _____ Total of Ratings: <input style="width: 40px; height: 20px;" type="text"/>	Check one → <input type="checkbox"/> 0-2	<input type="checkbox"/> 3-4	<input type="checkbox"/> 5-6	
Part 3: WRITE YOUR OWN STORY (Possible ratings: 0, 1, 2, 3) Story/Situation A or Story/Situation B <input style="width: 40px; height: 20px;" type="text"/>	Check one → <input type="checkbox"/> 0-1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	

STUDENT'S WRITING DESIGNATION	
<p>NON-ENGLISH WRITER</p> <ul style="list-style-type: none"> • Any two of the three test parts above are checked in the "NON" category; the remaining one is either "LIMITED" or "COMPETENT"; OR • All three test parts above are checked in the "NON" category 	Check one for final designation: ↓ <input style="width: 40px; height: 20px;" type="checkbox"/>
<p>LIMITED ENGLISH WRITER</p> <p><i>(To show growth within the LIMITED ENGLISH WRITER designation, check (✓) one: EARLY, INTERMEDIATE, or UPPER LIMITED below; then check the final designation box as LIMITED ENGLISH WRITER)</i></p> <p>_____ EARLY LIMITED:</p> <ul style="list-style-type: none"> • Any two test parts above are checked in the "LIMITED" category; one is "NON"; OR • One test part above is in the "NON" category; one is "LIMITED"; one is "COMPETENT" <p>_____ INTERMEDIATE LIMITED:</p> <ul style="list-style-type: none"> • All three test parts above are checked in the "LIMITED" category; OR • Any two test parts above are in the "LIMITED" category; the remaining one is "COMPETENT"; OR • Any two test parts above are in the "COMPETENT" category; the remaining one is "NON" <p>_____ UPPER LIMITED:</p> <ul style="list-style-type: none"> • Any two test parts above are checked in the "COMPETENT" category; the remaining one is "LIMITED" 	<input style="width: 40px; height: 20px;" type="checkbox"/>
<p>COMPETENT ENGLISH WRITER</p> <ul style="list-style-type: none"> • All three test parts above are checked in the "COMPETENT" category 	<input style="width: 40px; height: 20px;" type="checkbox"/>

Note: If student scores "Competent English Writer" as a result of this writing test, check the appropriate "YES" square in the "STUDENT LANGUAGE PROFICIENCY SUMMARY" section on the front page of the Reading Test Booklet. If student does not score "Competent," check "NO."

RUBRIC

The student response:

#0: NON-EXPRESSIVE

- is not understandable
- does not respond to topic
- us mostly or entirely in a language other than English

#1: VERY LIMITED

- is somewhat understandable
- inadequately addresses the topic
- contains few or no complete sentences
- lacks supportive details or reasons
- shows little or no organization
- uses very limited vocabulary and incorrect syntax, according to grade-level standards
- has significant weaknesses in capitalization, punctuation, and spelling, according to grade-level standards; frequent misspelling of words interferes with understanding
- has very limited content and few ideas appropriate to grade-level standards
- is of poor quality and/or insufficient quantity to meet grade-level standards

#2: LIMITED

- is mostly understandable
- addresses the topic in general
- contains some complete sentences
- shows some supportive details or reasons, as appropriate
- shows some logical organization
- uses limited vocabulary and some correct syntax, according to grade-level standards
- uses capitalization, punctuation, and spelling, that partially meet grade-level standards
- contains some ideas appropriate to grade level: content is limited
- partially shows the quality and/or quantity necessary to meet grade-level standards

#3: COMPETENT (must fulfill all criteria)

- is fully understandable
- clearly addresses the topic
- contains complete sentences in sufficient quantity to be appropriate for grade level
- fully provides supportive details or reasons, as appropriate
- shows sufficient and logical organization
- uses appropriate vocabulary and correct syntax, according to grade-level standards
- uses capitalization, punctuation, and spelling appropriate for student's grade level; almost no errors are made and those made do not interfere with understanding
- contains grade-level ideas and content throughout
- exhibits acceptable quality and sufficient quantity to meet grade-level standards

To be used for Writing
parts 2 & 3;
Refer to p. 26 of
Examiner's Manual

Writing Result Designations

- ▶ Non English Writer ...**NEW**
- ▶ Limited English Writer...**LEW**
- ▶ Competent English Writer...**CEW**

LET'S REVIEW

IPT Reading and Writing:

- What grade levels are tested?
- When do we use these tests?
- When do we NOT use these tests?
- What Manual provides the instructions for the administration of these tests?

Practice scoring
the IPT
Reading/Writing
Assessment

DO NOT WRITE ON TRAINING PACKETS

IMT Enters Designations

PANEL: _____ A21. TEST SCORE _____ YEAR: 13

STDT: _____ I _____ SCHL: 3011 GR: 10 ST: A

DATE: 052808 TEST: IPT _____ IDEA / LANG PROFICIENCY T SCHL: 3111 GR: 05 US: P
R: Z

SUBTEST	NATL PCT	DES ID	SUBTEST	NATL PCT	DES ID
LISTEN	93	_____			
SPEAKING	93	_____			
READING	_____	_____ ←			
WRITING	_____	_____ ←			

PF1=HELP 3=EXIT 7=BKWD 8=FWD 10=DEL 12=ESCAPE
Record is displayed...Next? TERML: QPADEV

MA a 16/021

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