

BILINGUAL

es



L

D E P A R T M E N T

© 2014 BCOPS

IDEA Proficiency Test (IPT)

Listening, Speaking, Reading & Writing

SharePoint

<https://tinyurl.com/ycc5zkua>

CANVAS Course

Log into Canvas via [Broward Single Sign-on](#)

1. Open a browser and go to <https://broward.identitynow.com> ([Links to an external site.](#))[Links to an external site.](#)
2. Once logged in, click on the Canvas icon on the launchpad
3. Teacher username: p000##### Teacher password: Active Directory

Enroll in this course

1. Type the following URL into your browser:
<https://browardschools.instructure.com/enroll/BDDK6E>
2. ESOL Contact 2018-2019
3. Click on "Enroll in Course"
4. Click on "Go to Course"
5. Professional Training
6. IPT

Charter teachers will go:

to <https://browardschools.instructure.com/courses/579105> and bookmark the URL. Hope this helps.

SharePoint

<https://tinyurl.com/ycc5zkua>

IPT Materials

Reading & Writing Form C

IPT 1 (Gr. 2-3)

IPT 2 (Gr. 4-6)

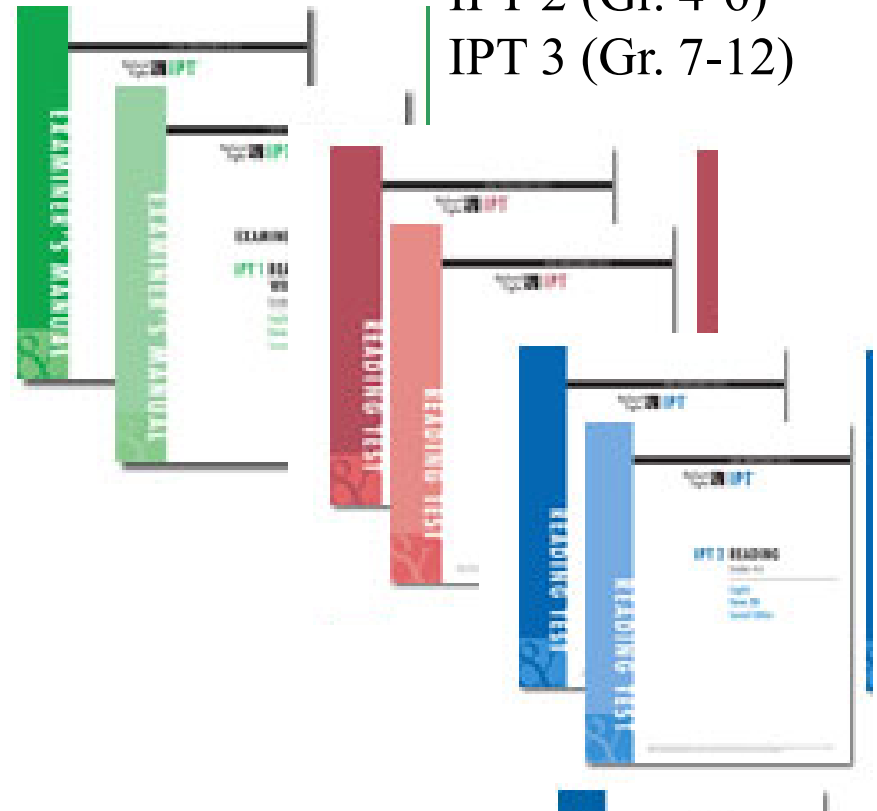
IPT 3 (Gr. 7-12)



Oral/Aural K-5 Form G



Oral/Aural 6-12 Form E



Ballard & Tighe 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

<http://www.fldoe.org/academics/eng-language-learners/consent-decree.stml>

Outcomes:

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



Registration Form

BROWARD
County Public Schools

Student Registration Form

Only the parent/guardian (F.S. §1000.21(5)) who registers the student (i.e., completes this form) may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information is the parent's/guardian's responsibility to notify the school in writing within 10 school days. The personal information you provide on this form will be kept confidential (in a protected area) and only used and disclosed by school and District staff on a need-to-know basis.

Date Entered on A03

Student's Last Name (Legal)	Suffix	First Name (Legal)	Middle Name	Affirmed Name	
Student's Primary Home Address		Apt #	City	State	Zip Code
Home Phone #		Student's Cell Phone #		Student's E-mail Address	
SSN <small>*Not required for enrollment or graduation. F.S. §1000.318 requires SBBC to request the SSN for its information management system.</small>		Date Student First Entered School in USA	Date of Birth	Birthplace (City/State/Country)	
Student Lives With		Ethnicity		Race (Check all that apply)	
<input type="checkbox"/> One Parent <input type="checkbox"/> Both Parents (same address) <input type="checkbox"/> Both Parents (different address)		<input type="checkbox"/> Legal Guardian <input type="checkbox"/> Independent Student <input type="checkbox"/> Other: _____		<input type="checkbox"/> White <input type="checkbox"/> Black/African-American <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Native Alaskan <input type="checkbox"/> Native Hawaiian/Pacific Islander	
Registering Parent's Last Name (Legal)		Suffix	First Name (Legal)	Driver License #	Relationship to Student
Registering Parent's Work Phone #		Registering Parent's Cell Phone #		Registering Parent's E-mail Address	
Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)					
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is a language other than English used in the home?			If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student have a first language other than English?			If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student most frequently speak a language other than English?			If "yes", which language? _____	



DEUSS is used for:
State Accountability
Extension of Services
(REEVALs)
Good Cause
Promotion
Immigrant Funding

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

Identification

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

Home Language Survey (If the answer is “Yes” to any of these questions, the student must be tested for English proficiency.)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is a language other than English used in the home? If “yes”, which language? _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student have a first language other than English? If “yes”, which language? _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student most frequently speak a language other than English? If “yes”, which language? _____

* 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
- MUST be completed within **20** days of student registering in the **district**

Reading & Writing (R & W)

- Administer Reading, Writing with Listening and Speaking for Progress Monitoring (Extension of Services- 4th year and beyond REEVALS for students with DEUSS after October 1st)

IPT Listening/Speaking (L/S)



Oral/Aural K-5 Form G



Oral/Aural 6-12 Form E

IPT Listening /Speaking Materials

- ✓ Oral Examiner's Manual
- ✓ Oral Test Pictures (Book)
- ✓ Oral Student Test Booklet (consumable)
- ✓ Initial Language Classification Form (ESOL Forms on Bilingual ESOL SharePoint)
- ✓ 2018 Correlations of IDEA Oral Language Proficiency Tests Score Levels

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

INTERVIEW ON FREQUENCY OF LANGUAGE USAGE	English	Home Language	Both
What language do people usually speak at the student's home?			
What language does the student speak at his/her home?			
What language does the student usually speak with his/her best friend when he/she is not at school?			

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

LANGUAGE LEVEL CLASSIFICATIONS	
<p>A1 Beginning English Speaker English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.</p> <p>A2 Early Intermediate English Speaker Demonstrates limited understanding. Communicates orally in English with one or two word responses.</p> <p>B1 Intermediate English Speaker Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.</p> <p>B2 Early Advanced English Speaker Communicates in English about everyday situations with little difficulty but lacks the academic language terminology. Experiences some difficulty in following grade level subject matter assignments.</p> <p>ELL CODE: <input type="checkbox"/> A1/LY <input type="checkbox"/> A2/LY <input type="checkbox"/> B1/LY <input type="checkbox"/> B2/LY</p> <p>U Unable to be Classified Verbal skills are too limited in any language</p> <p>ELL CODE: <input type="checkbox"/> U/LY <input type="checkbox"/> U/ZZ</p>	<p>C1 Advanced English Speaker Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.</p> <p>C2 Fluent English Speaker Understands and speaks English with near fluency. Reads and writes English at a comparable level with native English-speaking counterparts. May read and write the native language with variant degrees of proficiency.</p> <p>Reading/Writing Test Administered for students not eligible for D or E Language Classifications: <input type="checkbox"/> K-TEA Reading Score: _____ Writing (Language) Score: _____ Date: _____</p> <p>ELL CODE: <input type="checkbox"/> C1/LY <input type="checkbox"/> C2/ZZ</p> <p>D Dominant English Speaker Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.</p> <p>E Monolingual English Speaker ELL CODE: <input type="checkbox"/> D/ZZ <input type="checkbox"/> E/ZZ</p>
<p>CODING FOR ELLS:</p> <p>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</p>	<p>PRE-K LY-T</p> <p>*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.</p> <p>ELL CODE: <input type="checkbox"/> C2/ZZ <input type="checkbox"/> D/ZZ <input type="checkbox"/> E/ZZ</p> <p>*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.</p> <p>ELL CODE: <input type="checkbox"/> C2/LF</p> <p>Date: _____</p>

Language Classifications

A1 A2 B1 B2 C1

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
- Sample items are to be administered to all students
- Start test administration with [item 1](#)
- Score Box at end of each section determines next steps
- Students will have Oral Designations of:
 - Non English Speaker (NES)
 - Limited English Speaker (LES)
 - Fluent English Speaker (FES)
- Broward 2018 Correlation chart will be used to determine District Language Classification and National Percentile

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?

B. What grade are you in?

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

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

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

A. (Appropriate response)

B. (Gives appropriate grade)

C. (Points appropriately)

D. boy

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.

(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)

12. 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?

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?

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 _____.
17. What is this? This is a _____.
18. What is this? This is a _____.
19. In this picture, what is the boy doing right now? He ...
Tell me in a sentence.
20. Let's look at these children. Which pencil is hers?
Point to it.
21. (Circle the entire picture with your finger)
Now look at this whole picture. Point to the middle of the picture.
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 _____.

Student responds:

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

(Any appropriate response using the "-ing" form of the verb)

13. (They) are drinking./They're drinking. ☐ Correct ☐ Incorrect

14. lonely ☐ Correct ☐ Incorrect

15. bored ☐ Correct ☐ Incorrect

TOTAL # OF LEVEL B ERRORS: - - - - -
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.

16. mailman/postman/mail carrier/postal worker ☐ Correct ☐ Incorrect

17. cow ☐ Correct ☐ Incorrect

18. cake/birthday cake/chocolate cake ☐ Correct ☐ Incorrect

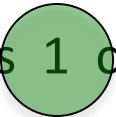
19. (He) is reading./He's reading./ (He) is looking at a book./He's looking at a book. ☐ Correct ☐ Incorrect

20. (Points appropriately) ☐ Correct ☐ Incorrect

21. (Points appropriately) ☐ Correct ☐ Incorrect

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

Test Administration

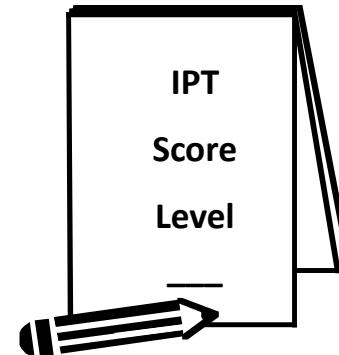
- Follow “Examiner says” column
- Test items may be repeated, but stories should only be read once
- Italics indicate action required or supplementary prompts
- Underlined text should be emphasized when read aloud
- Circled numbers such as  1 correspond to a page in the test pictures flip book

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)

12. 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?

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?

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 _____.
17. What is this? This is a _____.
18. What is this? This is a _____.
19. In this picture, what is the boy doing right now? He ...
Tell me in a sentence.
20. Let's look at these children. Which pencil is here?
Point to it.
21. (Circle the entire picture with your finger)
Now look at this whole picture. Point to the middle of the picture.
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 _____.

Student responds:

12. (This) is a bowl./It is (It's) a bowl./That is (That's) a bowl. ☐ ☒
- (Any appropriate response using the "-ing" form of the verb)
13. (They) are drinking./They're drinking. ☐ ☒

14. lonely ☒ ☐

15. bored ☒ ☐

TOTAL # OF LEVEL B ERRORS: _____
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.

2

16. mailman/postman/mail carrier/postal worker ☒ ☐
17. cow ☒ ☐
18. cake/birthday cake/chocolate cake ☒ ☐
- (He) is reading./He's reading./He is looking at a book./He's looking at a book. ☒ ☐
19. ☒ ☐
20. (Points appropriately) ☒ ☐
21. (Points appropriately) ☒ ☐
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. (Any appropriate sentence in the present tense)

Raw Score:
30 - 6 = 24

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? _____.
32. What kind of day is this? It's a _____.
33. What does the boy do every day before going to school? He ...
34. Look at these children. Point to the girl who has fewer balloons than the boy.
35. Tell me the days of the week.
Tell me all the days of the week.

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.") ☐ ☒
29. ☐ ☒
30. (Any appropriate sentence in the present tense) ☒ ☐

TOTAL # OF LEVEL C ERRORS: _____
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.

4

31. (bath)tub ☐ ☐
32. windy day ☐ ☐
- (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. (Points appropriately) ☐ ☐
- (Any order acceptable)
Monday, Tuesday, Wednesday, Thursday, Friday.
35. Saturday, Sunday ☐ ☐

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Bilingual/ESOL Department



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

Pre-IPT-Oral English, 4th Edition(Pre-K)

IPT I-Oral English, Form G (K-5)

IPT II-Oral English, Form E (6-12)

with

Broward County Language Level

Classifications

* Only use with Copyright 2017 IPT Assessment version

2018 Correlation Chart

Bilingual/ESOL SharePoint ESOL Forms

**Link to Sharepoint and Canvas
for Correlation chart**

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

GRADES 3 - 5

IPT I Score Levels Start testing all students at the beginning of the test.	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 (Non-English Speaker)	Beginning	A1
Level B	NES (Non-English Speaker)	Beginning	A1
Level C	LES (Limited-English Speaker)	Early Intermediate	A2
Level D	LES (Limited-English Speaker)	Intermediate	B1
Level E	LES (Limited-English Speaker)	Early Advanced	B2
Level F	FES (Fluent-English Speaker)	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 style="text-align: center;">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
--	--	--	--	-	--	-	-

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 ☒ LES ☐ 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 (Sharepoint) to: esolrequest@browardschools.com

Note: KTEA is not administered to K-2

Request For Assessment Form

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
ESOL DEPARTMENT

APPENDIX C

REQUEST FOR ASSESSMENT

SCHOOL _____

DATE _____

CONTACT PERSON'S NAME _____

POSITION _____

Please complete and submit the form to esolrequests@browardschools.com. An appointment will be scheduled with your school to assess students in grades 3-12 with the Kaufman Test of Educational Achievement Brief Form (K-TEA II Brief Form) in the areas of Reading (R) and Writing (W) OR to assess identified Pre-K students with the Pre-IPT as necessary.

This section to be completed by ESOL Dept.

[illegible]

WITH WIND

Principal/Designee

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

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

Comments/Observations: _____

INTERVIEW ON FREQUENCY OF LANGUAGE USAGE	English	Home Language	Both
What language do people usually speak at the student's home?			
What language does the student speak at his/her home?			
What language does the student usually speak with his/her best friend when he/she is not at school?			

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

<p>A1 Beginning English Speaker English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.</p> <p>A2 Early Intermediate English Speaker Demonstrates limited understanding. Communicates orally in English with one or two word responses.</p> <p>B1 Intermediate English Speaker Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.</p> <p>B2 Early Advanced English Speaker Communicates in English about everyday situations with little difficulty but lacks the academic language terminology. Experiences some difficulty in following grade level subject matter assignments.</p> <p>ELL CODE: <input type="checkbox"/> A1/LY <input type="checkbox"/> A2/LY <input type="checkbox"/> B1/LY <input type="checkbox"/> B2/LY</p> <p>U Unable to be Classified Verbal skills are too limited in any language</p> <p>ELL CODE: <input type="checkbox"/> U/LY <input type="checkbox"/> U/ZZ</p>	<p>C1 Advanced English Speaker Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.</p> <p>C2 Fluent English Speaker Understands and speaks English with near fluency. Reads and writes English at a comparable level with native English-speaking counterparts. May read and write the native language with variant degrees of proficiency.</p> <p>Reading/Writing Test Administered for students not eligible for D or E Language Classifications: <input type="checkbox"/> K-TEA Reading Score: _____ Writing (Language) Score: _____ Date: _____</p> <p>ELL CODE: <input type="checkbox"/> C1/LY <input type="checkbox"/> C2/ZZ</p> <p>D Dominant English Speaker Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.</p> <p>E Monolingual English Speaker ELL CODE: <input type="checkbox"/> D/ZZ <input type="checkbox"/> E/ZZ</p>
---	---

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: _____

Broward Language Classification 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 Sharepoint under “ESE/ELL Guidelines”
- Bilingual/ESOL Department personnel will review and determine ELL Code (LY or ZZ)



2017-2018 ORDER FORM

Ballard & Tighe

Mail orders and checks to:	Fax orders to:	Call in your order to:
		Ballard & Tighe at
Ballard & Tighe, Publishers	Ballard & Tighe at	1-800-321-4332;
P.O. Box 219	1-714-255-9828	International Customers
Brea, CA 92822-0219		1-714-990-4332

REQUIRED INFORMATION

Date:		Purchase order #:	
Ordered by:		If an individual is ordering, a check must accompany order, or you may use your credit card (circle one).	
Title:		VISA/MC/Discover/American Express	
School District:		Card Number:	
County:		Exp. date:	3-digit Security Code:
E-mail:		Name on Card:	
Bill to:		Phone:	
Attn:		Ship to:	
Street		Attn:	
City		Street	
State		City	
Zip	State	Zip	State

QUANTITY	CATALOG #	DESCRIPTION	UNIT PRICE	TOTAL
----------	-----------	-------------	------------	-------

Broward County IPT 2017-2018 Price Index

Catalog # - Description - Unit Price

ORAL TESTS

- 1---520---16 IPT I Form G Test Set (K---5) **\$368**
- 1---441---16 IPT II Form E Test Set (6---12) **\$368**
- 1---526---16 IPT I (K---5) Oral ENGLISH, Form G Test Pictures (1) **\$154**
- 1---523---16 IPT I (K---5) Oral ENGLISH, Form G Test Booklets (50) **\$156**
- 1---443---16 IPT II (6---12) Oral ENGLISH, Form E Test Pictures (1) **\$154**
- 1---442---16 IPT II (6---12) Oral ENGLISH, Form E Test Booklets (50) **\$156**

Reading & Writing Test (Sets)

- 1---600---15 IPT 1 (Gr. 2---3) Eng. Form C Test Set w/Test Booklets 50 Reading/50 Writing **\$386**
- 1---650---15 IPT 2 (Gr. 4---6) Eng. Form C Test Set w/Test Booklets 50 Reading/50 Writing **\$490**
- 1---680---15 IPT 3 (Gr. 7---12) Eng. Form C Test Set w/Test Booklets 50 Reading/50 Writing **\$490**

Change to 18-19 list

DO NOT WRITE
ON THE
PRACTICE
TEST!

Practice scoring the IPT Oral Assessment



Case of Isabella Grade K

IPT Oral Score Level =

IPT Oral Designation =

District Language Classification =

Oral Raw Score =

NP=



Case of Isabella Grade K

IPT Oral Score Level = **B**

IPT Oral Designation = **LES**

District Language Classification = **B2**

Oral Raw Score = **19**

NP= **50%**



Case of Daniella

Grade 4

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 =

IPT Oral Designation =

District Language Classification=

Oral Raw Score =

NP =



Case of Stanley

Grade 10

IPT Oral Score Level = **D**

IPT Oral Designation = **LES**

District Language Classification = **B1**

Oral Raw Score = **41**

NP = **29**



IMT Forms

Students that Met Criteria

[illegible][illegible][illegible]

NAME:		A21 TEST SCORES		YEAR: 19	
STRT:				SCR1:	GR: ST2:
DATE:	#7	ST1:	PT/KEA	IDEA / KAUFMAN	SCR1:
BOURST:	BOIC	DEI		NATL	DEI
		ID		PCT	ID
LIFER	#8				
OPRANK:	#9				
READING	#10				
WELLING	#11				
Field US= (entry)					
Date sub					
PPS=HSLP 3=EXIT 7=BXND 8=PWD 10=DEL 12=ESCAPC ONLINE 1,3,9					

Students that Did Not Meet Criteria

Date submitted to IMT/IMS _____
Date entered on TERMS _____

ESOL Information Required for Students who did not meet Entry Criteria		
Student ID number	Student Name	Language Classification (LC) (C2, D, E, U)
		#1

ELL Status *
 - Stays as Default (ZZ)

 - Test scores for placement are **NOT** entered on the A21

 -An A23 is **NOT** opened for students that did not meet entry criteria.

PANEL: _____
A03 DEMOGRAPHICS
YEAR: 17

STDT: _____
KEY: _____
TYPE: _____

LAST _____
APP FIRST _____
MIDDLE _____
AKA _____
AFFIRMED FIRST _____

RESNBR DR STREET _____
TYPE APT/BLDG _____
CITY _____
ST ZIP+4 _____
RES CY _____

GEN RACE: E W B A I P _____
DOB _____
BIRTH PLACE _____
VER A PHONE _____
FLEID _____

ENT DATE _____
SCHL GR AS-SCHL CL W/D _____
DATE PR _____
SSN _____
EXTRNL NBR ALIAS _____
NBR _____

ELL LAN PAR MG CO LG SRVY #1
EN DT US SCHL _____
EN:DS-SCHL PRIOR: DIST STATE CNTRY _____

C R MC MA EK MFS _____
BC STDT _____
TC AV PR DUE DATE DP _____
B WR PUB: H P B E C _____
ORIG _____

PF1=HELP 3=EXIT 4=PROMPT 7=REWD 8=FWD 9=NXT PAGE 12= ESCAPE
TERML: QPADEV _____

ONLINE _____
1, 1

Let's Review...

- ☐ What is the registration process at your school?
- ☐ Who is the IMT/IMS and what needs to be communicated?
- ☐ Where are the IPT testing materials?
- ☐ What Correlation Chart should be used to score IPT?
- ☐ What is the process for a student who is “Unable to be Classified?”
- ☐ When is a D/ZZ Language classification given? E/ZZ?
- ☐ Are you able to train other assessors at your school?

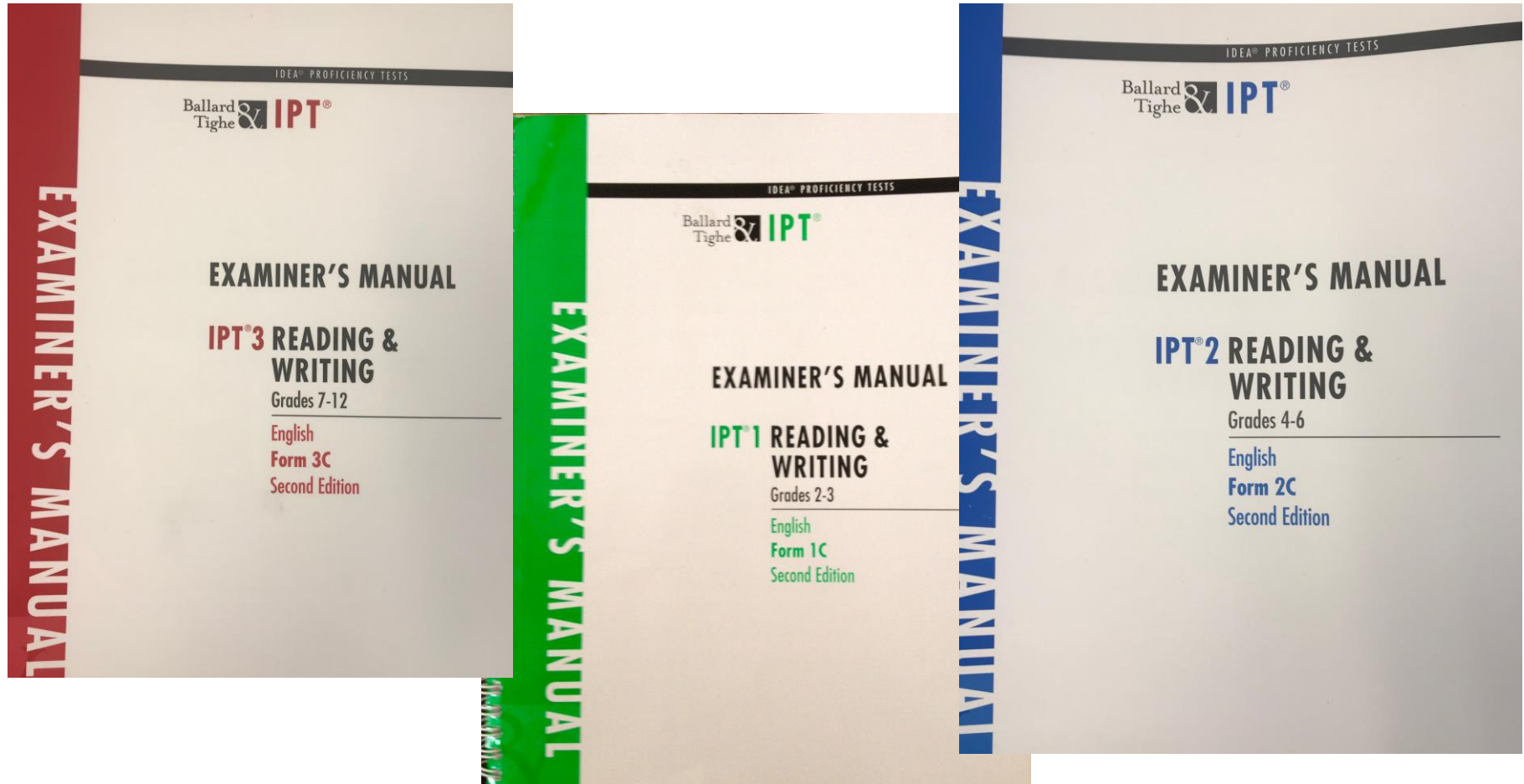
IPT Reading (R) & Writing (W)



Progress Monitoring

- State of Florida requires monitoring progress towards English language proficiency each year
- All subtest (L/S, R & W) used for Extension of Services (Years 4, 5, 6 and beyond) with a DEUSS after Oct. 1st

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 Assessment Materials

- ✓ Reading and Writing Examiner's Manual
- ✓ Reading Scoring Template (IPT 2 & 3)
- ✓ Reading Test Booklet (non-consumable)
- ✓ Reading answer sheet (consumable)

- **Green Test Booklets (Grades 2-3)**
- **Blue Test Booklets (Grades 4-6)**
- **Red Test Booklets (Grades 7-12)**

Reading



Reading & Writing Answer Sheet (IPT 1, 2, & 3)

This answer sheet must be submitted with student's test booklet. No student may take student's answer sheet home.

Page 1

LAST NAME		FIRST NAME	
A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D
E	E	E	E
F	F	F	F
G	G	G	G
H	H	H	H
I	I	I	I
J	J	J	J
K	K	K	K
L	L	L	L
M	M	M	M
N	N	N	N
O	O	O	O
P	P	P	P
Q	Q	Q	Q
R	R	R	R
S	S	S	S
T	T	T	T
U	U	U	U
V	V	V	V
W	W	W	W
X	X	X	X
Y	Y	Y	Y
Z	Z	Z	Z

DATE OF BIRTH		
MONTH	DAY	YEAR
JAN		
FEB		
MAR		
APR		
MAY		
JUN		
JUL		
AUG		
SEP		
OCT		
NOV		
DEC		

GRADE	
3	3

GENDER	
M	M

FORM	
Reading 2	2
Writing 2	2

ETHNICITY	
<input type="radio"/> Asian or Pacific Islander	
<input type="radio"/> Black, not of Hispanic Origin	
<input type="radio"/> Hispanic	
<input type="radio"/> American Indian or Alaskan Native	
<input type="radio"/> White, not of Hispanic Origin	
<input type="radio"/> Other	

DISTRICT CODE	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

SCHOOL CODE	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

PRIMARY LANGUAGE	
<input type="radio"/> English	<input type="radio"/> Pitgino
<input type="radio"/> Spanish	<input type="radio"/> Lao/Hmong
<input type="radio"/> Vietnamese	<input type="radio"/> Native American
<input type="radio"/> Cantonese	<input type="radio"/> Other:
<input type="radio"/> Korean	

NCLB SCORES		
Listening	Speaking	Reading
Writing	Comprehension	

ORAL LANGUAGE PROFICIENCY TEST		
IPT 1 TEST FORM	IPT 1 SCORE LEVEL	
DESIGNATION: NES	LES	FES
Fluent English Speaker (FES) (Oral Test)	NO	YES
Competent English Reader (Reading Test)	NO	YES
Competent English Writer (Writing Test)	NO	YES
*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

STUDENT ID	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Copyright © 2008 Ballard & Taylor Publishers, a division of Educational Testing Service. All rights reserved. No part of this publication may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval systems, without permission in writing from the publisher. 0508

100N-1-00000-150-0
Catalog # 1-012-N1

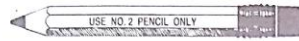
Examiner's Manual

For IPT 1, 2, and 3:

- Administration of Reading pages 9-16
- Administration of Writing pages 17-21



IMPORTANT



- Example ☐ A ☒ B ☐ C ☐ D
- Erase completely to change.

STUDENT ANSWER SHEET

READING TEST					WRITING TEST
PART 1 Vocabulary Sample A <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D Sample B <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D 2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D 6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D 8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D STOP 6	PART 2 Vocabulary in Context Sample A <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D Sample B <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D 1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D STOP 7	PART 3 Reading for Understanding Sample A <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D 1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D 2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D 7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 11 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D 13 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D STOP 10	PART 4 Reading for Life Skills Sample A <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D 6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D 10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D STOP 9	PART 5 Language Usage Sample A <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C 1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C 2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C 3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C 4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C 5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C 6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C 7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C 8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C 9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C 10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C STOP 9	PART 1 Conventions Sample A <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C Sample B <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C 1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C 2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C 3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C 4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C 5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C 6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C 7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C 8 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C 9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C 10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C STOP 7

FOR THE TEACHER ONLY

WRITING RATINGS

PART 2	PART 3
1 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	A <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
2 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	B <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

HAND SCORING FOR ENGLISH READING TEST

STUDENT'S NUMBER CORRECT:

PART 1: VOCABULARY

6

PART 2: VOCABULARY IN CONTEXT

7

PART 3: READING FOR UNDERSTANDING

10

PART 4: READING FOR LIFE SKILLS

9

PART 5: LANGUAGE USAGE

9

41

STUDENT'S TOTAL NUMBER CORRECT:

REQUIRED NUMBER CORRECT FOR:

Form	Grade		NON- ENGLISH (NER)	LIMITED ENGLISH (LER)	COMPETENT ENGLISH (CER)
2C	4th	→	0-24	25-40	41-53
	5th and 6th	→	0-27	28-44	45-53
2D	4th	→	0-26	27-41	42-53
	5th and 6th	→	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:

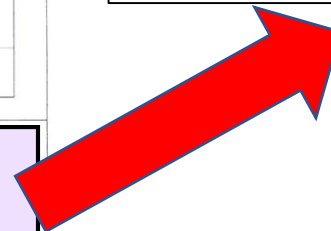
PART 1: CONVENTIONS

7

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

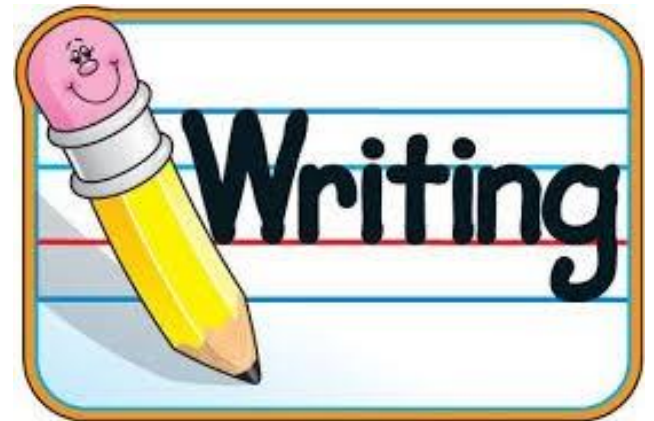
Reading Result Designations

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



Writing Assessment Materials

- ✓ Writing Rubric in Examiner's Manual
 - ✓ Writing Test Booklet (consumable)
 - ✓ Scoring Sheet (inside test booklet)
-
- **Green Test Booklets (Grades 2-3)**
 - **Blue Test Booklets (Grades 4-6)**
 - **Red Test Booklets (Grades 7-12)**



6.2 Rubrics (Criteria) for Rating Parts 2 and 3 of IPT 2C–English Writing Test

The writing sample should be rated as a whole according to the rubric category into which it best fits. All criteria need not apply for rating a sample a 0, 1, or 2. However, a rating of 3 should not be given unless all criteria have been fulfilled. Please refer to section 6.3 for examples of how the rubrics should be applied.

The student response:

#0: NON-EXPRESSIVE

- is not understandable
- does not respond to topic
- is 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
- contains little or no evidence of paragraph development
- 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
- provides some supportive details or reasons, as appropriate
- shows some logical organization
- contains at least one partially developed paragraph, as appropriate
- 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
- contains one or more well-developed paragraphs, as appropriate
- 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

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:	7	Check one → 2nd Grade 0-5 3rd Grade 0-6	7	8-10 9-10
Part 2: WRITE A STORY (Possible ratings: 0, 1, 2, 3) Story Sequence 1 2 2 Story Sequence 2 2 Total of Ratings:	4	Check one → 0-2	4	5-6
Part 3: WRITE YOUR OWN STORY (Possible ratings: 0, 1, 2, 3) Story/Situation A or Story/Situation B	1	Check one → 1	2	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 	<p>Check one for final designation:</p> <input type="checkbox"/>
<p>LIMITED ENGLISH WRITER</p> <p>(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)</p> <p><input checked="" type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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" 	<p>LEW</p>
<p>COMPETENT ENGLISH WRITER</p> <ul style="list-style-type: none"> All three test parts above are checked in the "COMPETENT" category 	<input type="checkbox"/>

Writing Result Designations

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

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."

IMT Forms for REEVALS

Date submitted to IMT/IMS

Date entered on TERMS

ESOL Information Required for REEVALS					
Student ID number	Student Name	#1/#2 PLAN/REEVAL Date (same date) Note: Date of ELL Comm. mtg.	A21 panel		
			#3 Listening/ Speaking Percentile Scores	#4 Reading (DES ID) NER, LER, CER Applicable after 10/1	#5 Writing (DES ID) NEW, LEW, CEW Applicable after 10/1

PANEL: **A21. ENGLISH LANGUAGE LEARNERS** YEAR: 18

STUD: BCL: GR: ST: A

PROG: REP/DE TYP/COOR SPECIALIST

100112 130 BROL

DATE: CLASS ENTRY PLAN EXIT REEVAL RECLASS-EXIT ENTRY/X1 X2 EXT INS STAT

TST ENTRY TST PROGRESS TST EXIT LANG: BCL/PRG:

TEST: ID DATE/SCORE ID DATE/SCORE ID DATE/SCORE LC LEP PAR SUBV-DTE

LISTENING: BY RC 10/22/2012

SPEAKING: TIER PLACEMENT:

READING:

WRITING:

CLASS	COURSE	SEC/N	BCL	T	DATE	TIME	HIRE	FLAG	BT
10084109	103	5416	INTENS READ	2	HWEP	1313	1413	306	A
10084109	103	5416	INTENS READ	1	HWEP	1313	1413	306	A
10014109	101	5416	WNG 4	1	HWEP	1023	1023	306	T A
10014109	101	5416	WNG 4	2	HWEP	1023	1023	306	T A

TOTAL: 1406

PF1=HELP 3=EXIT 7=END 8=PWD 10=DEL 12=ESCAPE

ONLINE 1,27

TERML: QPADEV

PANEL: **A21. TEST SCORE** YEAR: 18

STUD: BCL: GR: 12 ST: A

DATE: TEST: IDEA / LANG PROFICIENCY T BCL: GR: 12 US P

NATL DES SUBTEST PCT ID NATL DES SUBTEST PCT ID

LISTEN #3

SPEAKING #3

READING #4

WRITING #5

Field US = P (progress)

PF1=HELP 3=EXIT 7=END 8=PWD 10=DEL 12=ESCAPE

ONLINE 1,35

TERML: QPADEV

IMT/IMS Enters Designations

PANEL: _____ A21. TEST SCORE YEAR: 13

STDT: _____ 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

Let's Review...

IPT Reading and Writing:

- ☐ Do we use the IPT Reading and Writing for initial Identification of ELLs?
- ☐ Why do we administer the IPT Listening/Speaking, Reading and Writing?
- ☐ When do we assess students using the IPT Listening/Speaking, Reading and Writing?
- ☐ What are the Reading Designations entered into TERMS? Writing Designations?
(IMT/IMS for REEVALS form)

Practice scoring the IPT Reading/Writing Assessment

DO NOT WRITE ON TRAINING PACKETS

6.2 Rubrics (Criteria) for Rating Parts 2 and 3 of IPT 2C–English Writing Test

The writing sample should be rated as a whole according to the rubric category into which it best fits. All criteria need not apply for rating a sample a 0, 1, or 2. However, a rating of 3 should not be given unless all criteria have been fulfilled. Please refer to section 6.3 for examples of how the rubrics should be applied.

The student response:

#0: NON-EXPRESSIVE

- is not understandable
- does not respond to topic
- is 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
- contains little or no evidence of paragraph development
- 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
- provides some supportive details or reasons, as appropriate
- shows some logical organization
- contains at least one partially developed paragraph, as appropriate
- 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
- contains one or more well-developed paragraphs, as appropriate
- 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

The student response:**#0: NON-EXPRESSIVE**

- is not understandable
- does not respond to topic
- is 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

CANVAS Course

Log into Canvas via [Broward Single Sign-on](#)

1. Open a browser and go to <https://broward.identitynow.com> ([Links to an external site.](#))[Links to an external site.](#)
2. Once logged in, click on the Canvas icon on the launchpad
3. Teacher username: p000##### Teacher password: Active Directory

Enroll in this course

1. Type the following URL into your browser:
<https://browardschools.instructure.com/enroll/BDDK6E>
2. Click on "Enroll in Course"
3. Click on "Go to Course"

Charter teachers will go:

to <https://browardschools.instructure.com/courses/579105> and bookmark the URL. Hope this helps.

SharePoint

<https://tinyurl.com/ycc5zkua>

Bilingual/ESOL Leadership

Vicky B. Saldala, Director

Leyda Sotolongo, ESOL Curriculum Supervisor

Stephanie Bustillo, Educational Specialist

Melinda Mayers, Educational Specialist

TBA, Parent Outreach Specialist

Blanca Guerra, Curriculum Supervisor, World Language Supervisor

Idalina Orta, Dual Language Specialist

754-321-2590 KCW

754-321-2951 Pembroke Pines

bilingual-esol.browardschools.com