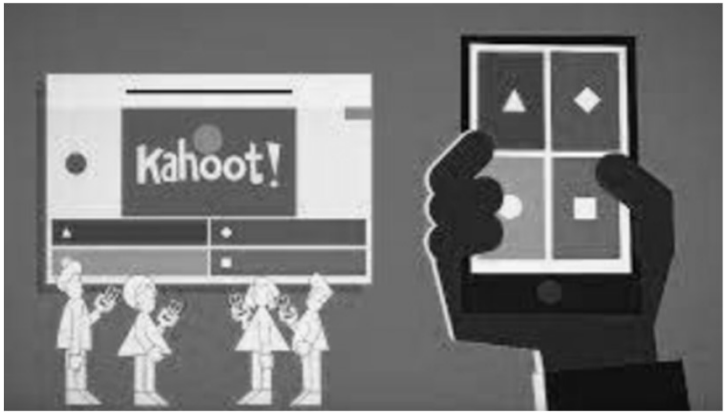
Please Mute your Mics and Cameras off

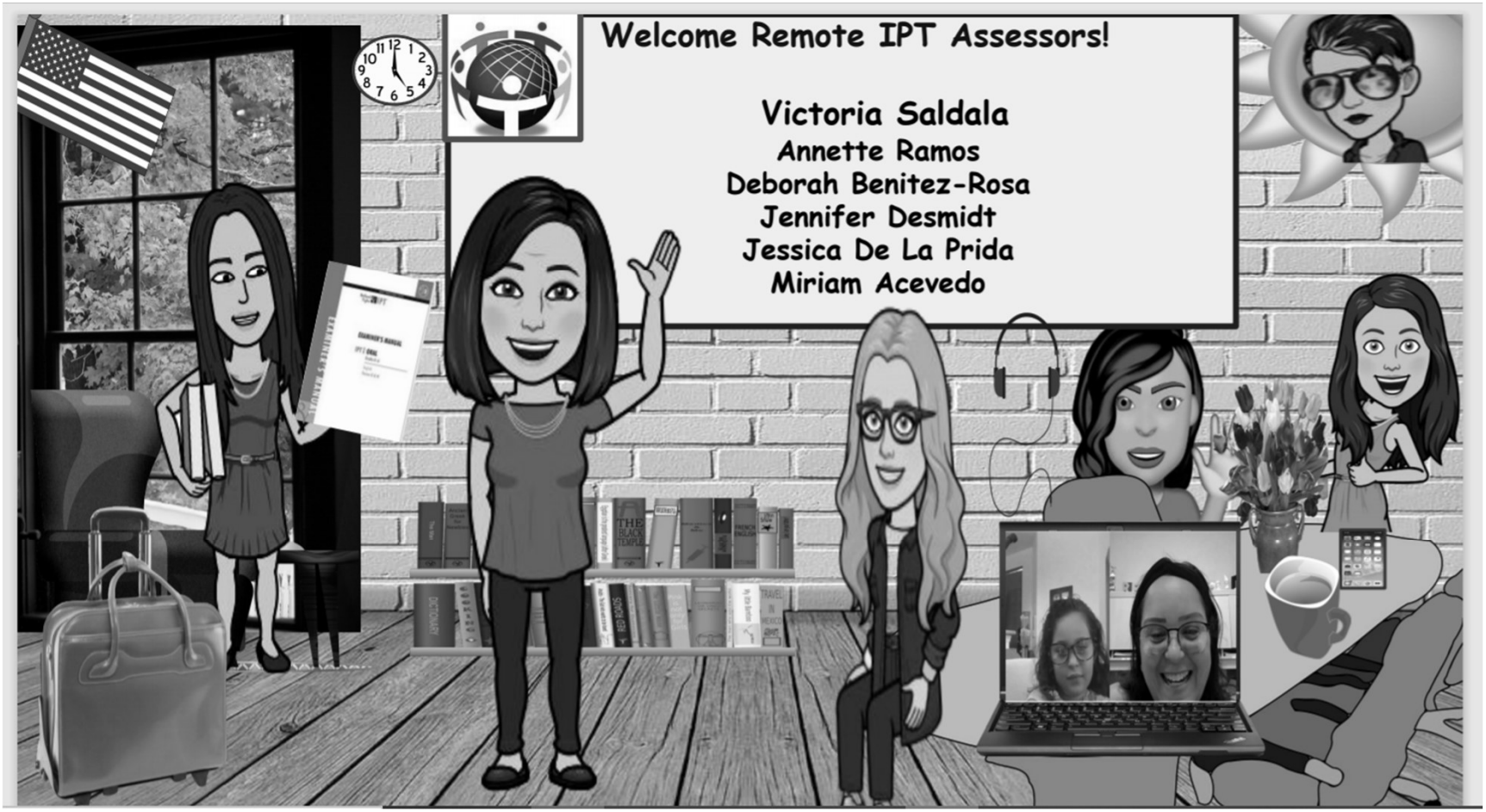
IPT Remote Administration will begin at 4pm promptly.

Have a separate device ready to play Kahoot.it during the presentation.



IDEA Proficiency Test (IPT) Remote Administration of Listening/Speaking

Target Audience:
New and Returning Assessors


Welcome Remote IPT Assessors!
Victoria Saldala
Annette Ramos
Deborah Benitez-Rosa
Jennifer Desmidt
Jessica De La Prida
Miriam Acevedo

Norms for Learning

Actively Listen

Use the chat if you have any questions

Mute your audio and turn off your video

Be an active participant

Attendance Records

- Participants will receive 4 Inservice Points. An email will be sent from LAB once the survey is available.
- Attendance will be recorded.
- For those of you that entered the meeting through your phone number or PNumber, please identify yourself in the chat by typing your Name, Location, and Phone number or PNumber.

Agenda

Introduction

Administration of IPT Test

Scoring the Test

IPT Assessor Training Outcomes

- Identify and navigate IPT Aural/Oral testing materials (Listening/Speaking)
- Practice scoring the Aural/Oral test
- Best Practices for assessing students with the IPT in-person or virtually through TEAMS (NEW)

Content Vocabulary

IPT- Idea Proficiency Test Materials

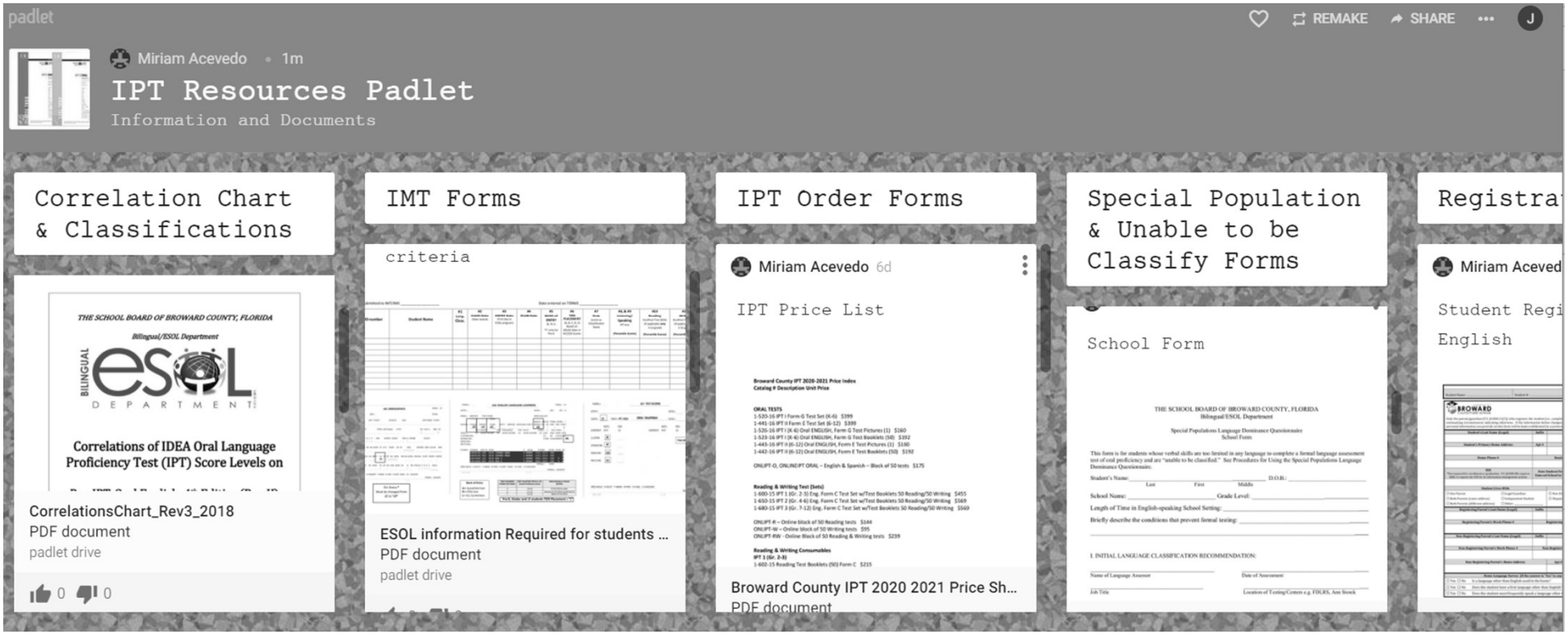
IPT Correlation Chart

Initial Language Classification Form (A1,A2, B1, B2, C1, C2, D, E, U)

LEP Codes LP, LY, ZZ

ESOL Contact ⟷ **IPT Assessor** ⟷ **IMT**- Information Management Technician
IMS- Information Management Specialist

IPT Resources Padlet



This is the Padlet link:**https://tinyurl.com/y4bz6qzt**

IPT Resource Documents

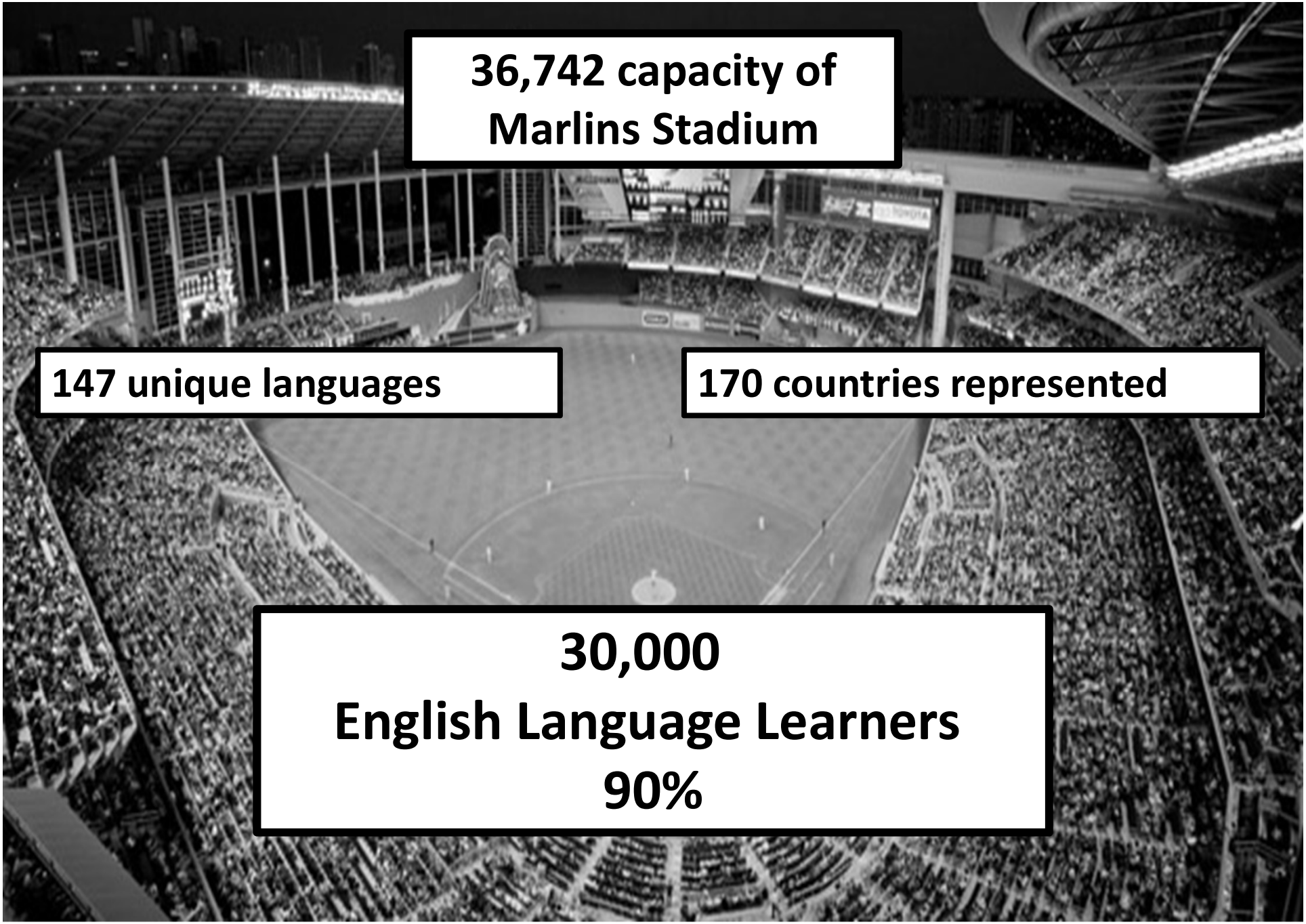
BCPS Employees

1.Type the following URL into your browser:
https://browardschools.instructure.com/enroll/BDDK6E
2. ESOL Contact 2020-2021
3. Click on "Enroll in Course"
4. Click on "Go to Course“
5. Professional Training
6. IPT Documents

Charter teachers will go to:
https://browardschools.instructure.com/courses/579105 and bookmark the URL

SharePoint- BCPS Employees- Bilingual/ESOL

Padlet
Padlet link:**https://tinyurl.com/y4bz6qzt**


36,742 capacity of
Marlins Stadium
147 unique languages
170 countries represented
30,000
English Language Learners
90%

The META

- **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

IPT Materials

Oral/Aural K-5
Form G

Oral/Aural 6-12
Form E

Reading & Writing

Ballard & Tighe Contact Information

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

Jessica Patty
Customer Account Representative
Tel: (800) 321-4332x 305
Fax: (714) 255-9828
www.ballard-tighe.com

padlet

Ballard & Tighe

IPT District Support

- District IPT Training
- Use the 2020-2021 Price Sheet and Order Form under IPT Documents
- PowerPoint and recording of today's session will be available in the ESOL Program Canvas Course under IPT Documents.
- ESOL Program Canvas Course https://browardschools.instructure.com/enroll/BDDK6E

Registration Form

Translated in the Top 3 languages

BROWARD County Public Schools

Student Registration Form

Only the parent/guardian (F.S. §1000.21(5)) who registers the ... his form) may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the inform... 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 con... rea) 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)	...st Name (Legal)	Middle Name	Affirmed Name	
Student's Primary Home Address	**Apt #**	**City**	**State**	**Zip Code**	**Gender**
					☐ Male ☐ Female
Home Phone #	**Student's Cell Phone #**		**Student's E-mail Address**	
SSN *Not required for enrollment or graduation. F.S. §1008.386 requires SBBC to request the SSN for its information management system.	Date Student First Entered School in USA	**Date of Birth**	**Birthplace (City/State/Country)**	

Student Lives With		Ethnicity	Race (Check all that apply)	
☐ One Parent	☐ Legal Guardian	☐ Non-Hispanic or Non-Latino	☐ White	☐ Native American/Native Alaskan
☐ Both Parents (same address)	☐ Independent Student	☐ Hispanic or Latino	☐ Black/African-American	☐ Native Hawaiian/Pacific Islander
☐ Both Parents (different address)	☐ Other: _____		☐ Asian	

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

Non-Registering Parent's Home Address	Apt #	City	State	Zip Code

Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)

☐ Yes ☐ No	Is a language other than English used in the home?	If "yes", which language? _____
☐ Yes ☐ No	Does the student have a first language other than English?	If "yes", which language? _____
☐ Yes ☐ 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.

padlet

SMB1

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.)		
☐ Yes ☐ No	Is a language other than English used in the home?	If "yes", which language? _____
☐ Yes ☐ No	Does the student have a first language other than English?	If "yes", which language? _____
☐ Yes ☐ 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 <u>before</u> administering the IPT

Slide 17

SMB1 Please change out the image- appears blurry. Check out the online registration browardschools.com/registermychild
Stephanie M. Bustillo, 8/25/2020

LP Status

NEW - ELL Status Code LP
(Pending Assessment)

Based on the response(s) to the Home Language Survey (HLS), potential ELLs enrolled during COVID-19 will be coded **LP**

- *student is in grades K-12;*
- *"yes" is marked for any of the 3 HLS questions; and*
- *is pending initial placement assessment.*

Purpose of Administering IPT

Listening/Speaking (L/S)

- Identification to determine if student qualifies for ESOL services
- Students coded as LP must be tested prior to FTE COVID-19

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)

"**Brick and Mortar (Traditional Setting)**"

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

IPT Placement Assessment Options

Options must be approved by school administrator

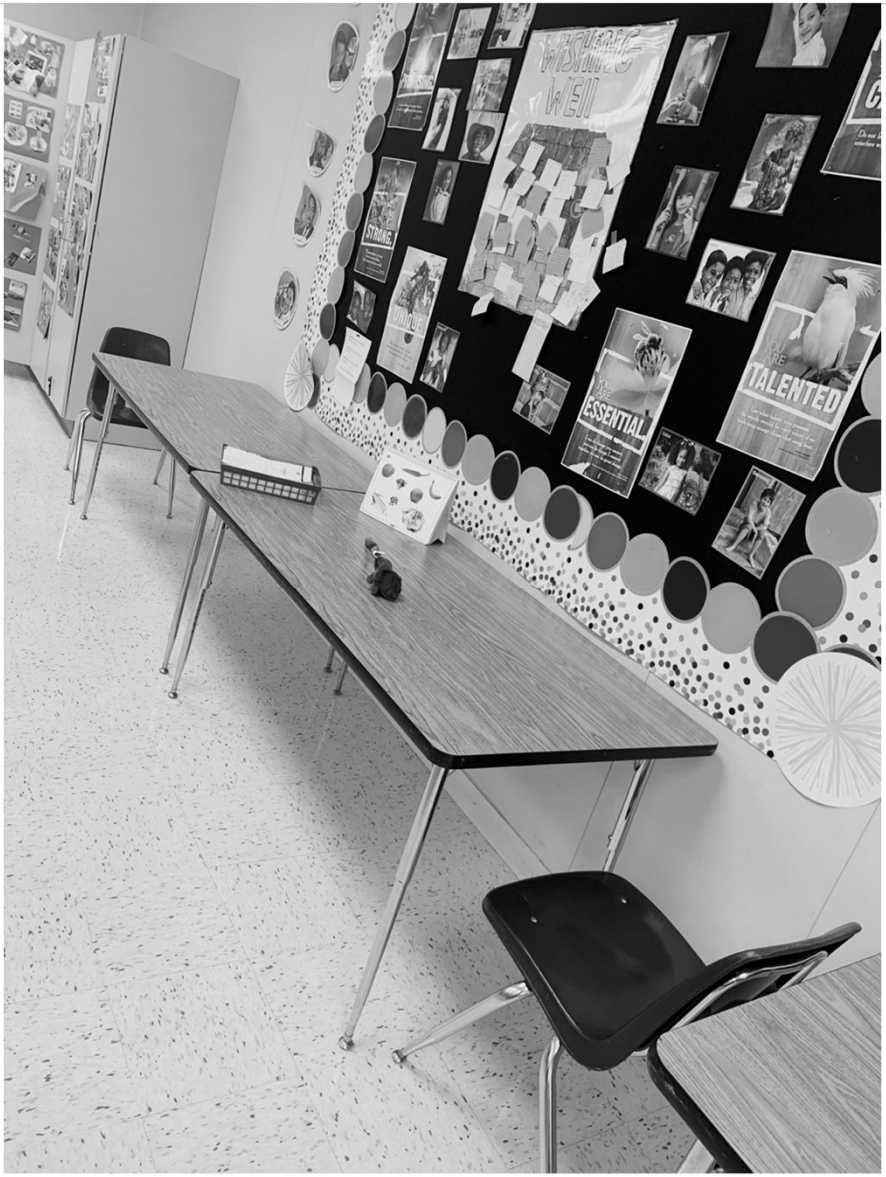
Continue coding new students as LP. All LP students must be assessed by the end of the October FTE (Oct. 5th-9th)

Schedule students for in-person testing following CDC guidelines **OR** attempt to administer virtually using TEAMS.

The IPT is **ALSO** sold as an online test through Ballard & Tighe. Schools are responsible for purchasing.

Option #2

In-Person Testing



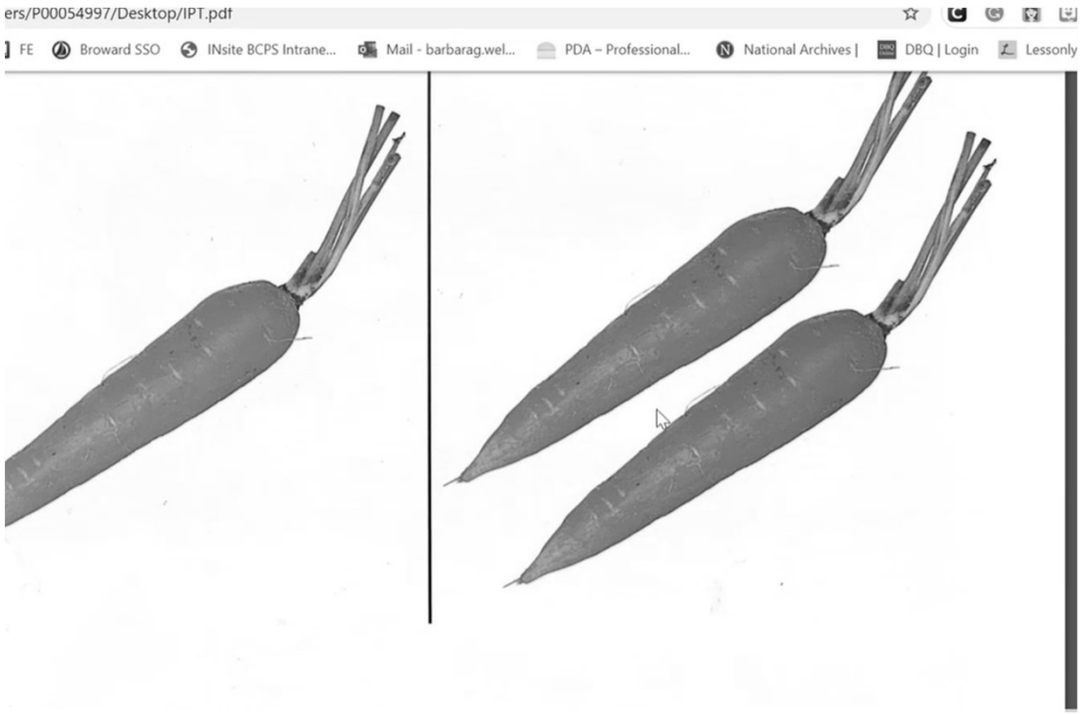
Testing Using ELMO

Option #2

Click to add text

Option #2

IPT using Teams



Option #3

IPT Online Ballard & Tighe

IPT Testing Using Teams

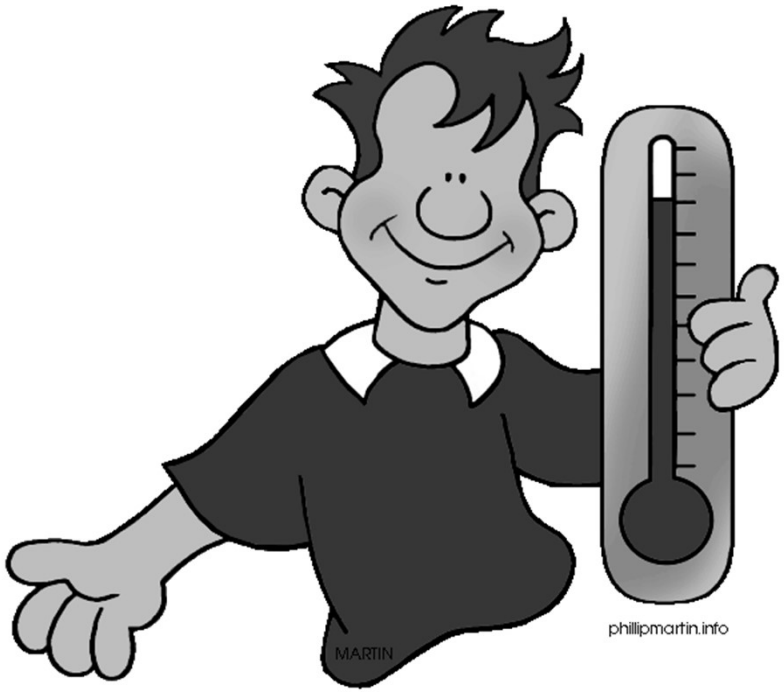
In the chat, write down, something the assessor did to make the student feel comfortable.

IPT Remote Testing Experience

Introduction Temperature Check

Kahoot!

Kahoot.it



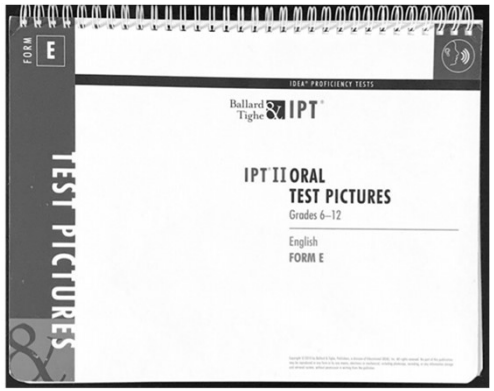
Administration of IPT Test

IPT Listening Speaking

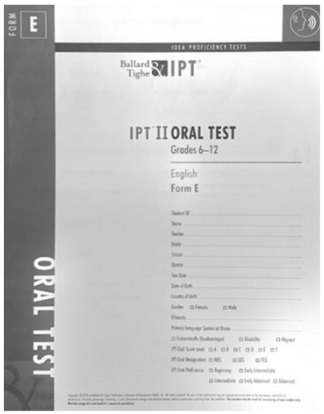
IPT I Oral/Aural
K-5 Form G

IPT II Oral/Aural
6-12 Form E

IPT Listening & Speaking Materials



Oral Test Pictures (Book)



Oral Student Test Booklet (consumable)

The School Board of Broward County, Florida
Bilingual/ESOL Department
INITIAL LANGUAGE CLASSIFICATION ASSESSMENT FORM
For new students to BCPS without English Language Proficiency Level of 1-4

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 I (Grades K-5) ☐ IPT II (Grades 6-12) ☐ K-FEA (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**
Demonstrates very little knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.

A2 **Early Intermediate English Speaker**
Demonstrates limited understanding. Communicates orally in English with one or two word responses. Participates in classroom activities.

B1 Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.

B2 **Early Advanced English Speaker**
Communicates in English about everyday situations with little difficulty but lacks the academic language proficiency. Experiences some difficulty in following grade level classroom assignments.

ELL CODE: ☐ A1LY ☐ A2LY ☐ B1LY ☐ B2LY

C **Unable to be Classified**
Verbal skills are too limited to any language

ELL CODE: ☐ A1LY ☐ C1ZZ

*For students who have ACCESS for ELLs scores, see the English Language Proficiency Level (1-6) for placement.

C1 **Advanced English Speaker**
Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with various degrees of proficiency.

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 various degrees of proficiency.

Reading/Writing Test Administered for students not eligible for Level E Language Classifications:
☐ K-FEA Reading Score: _____
Writing (Language) Score: _____
Date: _____

ELL CODE: ☐ C1LY ☐ C2ZZ

D **Dominant English Speaker**
Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.

E **Monolingual English Speaker**

ELL CODE: ☐ D-ZZ ☐ E-ZZ

*For students who have ACCESS for ELLs scores, see the English Language Proficiency Level (1-6) for placement.

CODING FOR ELLS:

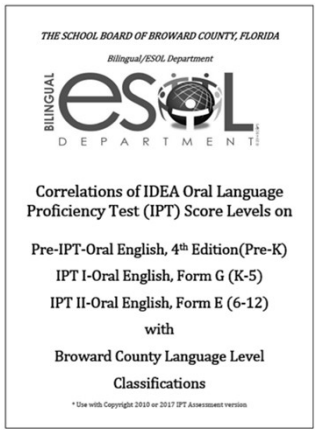
LY Active English Language Learner (ELL)
ZZ Does not qualify for EIGS, services/Not Applicable
LF Former ELL within 2 years monitoring period
LF Former ELL that has completed the 2 year monitoring period

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 EIGS, Program are coded ZZ.

ELL CODE: ☐ C2ZZ ☐ D-ZZ ☐ E-ZZ

Initial Language Classification Form



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Bilingual/ESOL Department

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

* Use with Copyright 2010 or 2017 IPT Assessment version

2018 Correlations of IDEA Oral Language Proficiency Tests Score Levels

Language Classifications

A1 A2 B1 B2 C1

Beginning → Fluent

Students that score Fluent English Speaker (FES) will receive a **C2/ZZ** Language Classification.

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.

Some students are Unable to be classified because verbal skills are too limited in any language. These students would receive a Language Classification of **U/LY** or **U/ZZ** by ELL Committee Meeting.

Appendix F

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 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
English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.

A2 Early Intermediate English Speaker
Demonstrates limited understanding. Communicates orally in English with one or two word responses.

B1 Intermediate English Speaker
Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.

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.

ELL CODE: ☐ **A1/LY** ☐ **A2/LY** ☐ **B1/LY** ☐ **B2/LY**

U Unable to be Classified
Verbal skills are too limited in any language

ELL CODE: ☐ **U/LY** ☐ **U/ZZ**

C1 Advanced English Speaker
Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.

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.

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
Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.

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: _____

Form #2590E (Revised 08/14)
VBS/jas

Copy: ELLSEP Folder

padlet

IPT Testing Environment

Quiet, non-threatening area

No assistance in responding to test items

Individually administered

Student can receive technical assistance as needed

Before starting test, use home language if feasible

Entire test items asked in English

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

Suggested Starting Levels for Students Known to Have Basic English Skills: Grades K–1: Beginning of Test (or Level B)
Grades 2–6: Level C

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

		Correct	Incorrect
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 <u>under</u> your chin.	9. *(Puts finger under chin; does not have to touch chin)*	☐	☐
10. Now, put it <u>between</u> 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	☐	☐

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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	☐	☐

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.

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.*	19. (He) is reading./He's reading./(He) is looking at a 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.	☐	☐

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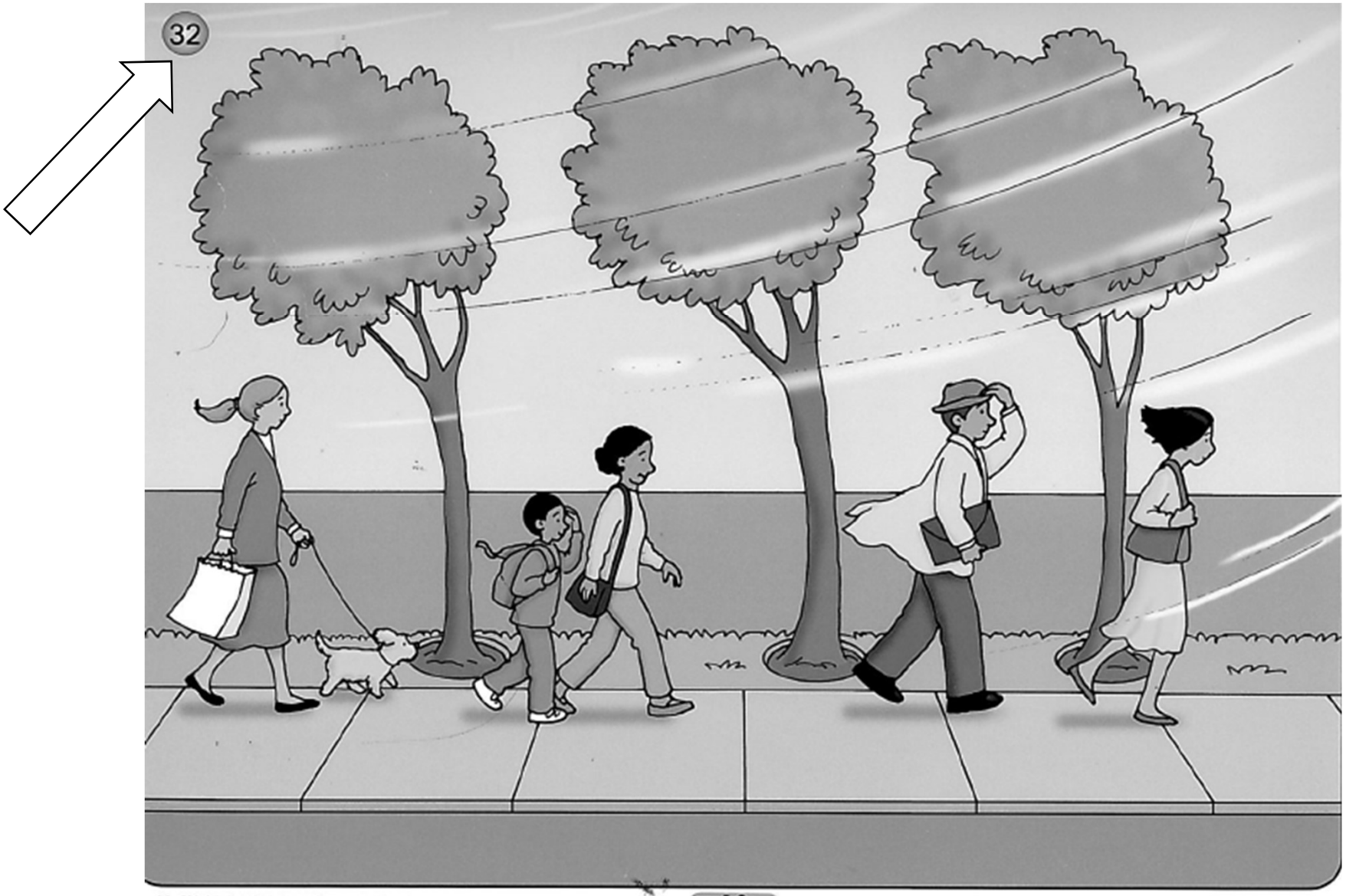
Test Administration

- Follow "Examiner says" column
- Test items may be repeated, but stories should only be read once
- *Italics* indicate action required or supplementary prompts
- <u>Underlined text</u> should be emphasized when read aloud
- Circled numbers such as 32 correspond to a page in the test picture flip book



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Acceptable Student Responses

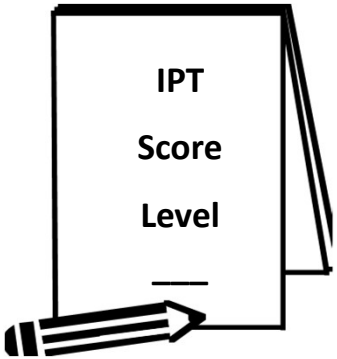
- Responses matching the answer printed in the “Student responds” column
- Any responses listed and separated by /___/___/
- Variations in pronunciation, assuming utterance is comprehensible and correct meaning is conveyed
- Complete sentences, as required
- Student’s logical response for items with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

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**



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

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.*	19. (He) is reading./He's reading./(He) is looking at a 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.	☐	☑

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Examiner says: (referring to pictures for circled items)	Student responds:	Correct	Incorrect
23. Listen carefully, then say exactly what I say. *(Examiner may repeat one time only)* My dog can run fast.	*(Repeats each word in correct sequence)* 23. My dog can run fast.	☑	☐
24. The new boy in our class is named John.	24. The new boy in our class is named John.	☑	☐
25. The apple is red because it is ripe.	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?	26. Lisa	☑	☐
27. Where is she going?	27. to the shoe store/to the store	☑	☐
28. Who is going with her?	28. her father/dad/daddy	☐	☑
29. What is her problem?	29. *(Any appropriate sentence, such as "Her shoes are too small," or "She needs new shoes.")*	☐	☑
30. Tell me what you like about school. *What do you do in school? Tell me in a sentence. I …*	30. *(Any appropriate sentence in the present tense)*	☑	☐

#30

End of Level C

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.

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? _____.	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 …	33. *(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.")*	☐	☐
34. Look at these children. Point to the girl who has fewer balloons than the boy.	34. *(Points appropriately)*	☐	☐
35. Tell me the days of the week. *Tell me all the days of the week.*	*(Any order acceptable)* 35. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	☐	☐

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

Convert to Broward Score using:

- Oral Score Level (Oral Designation)
- Raw Score
- Use Broward Correlation Chart to determine National Percentile & Broward Language Classification

onlineipt® **Oral Score Report**

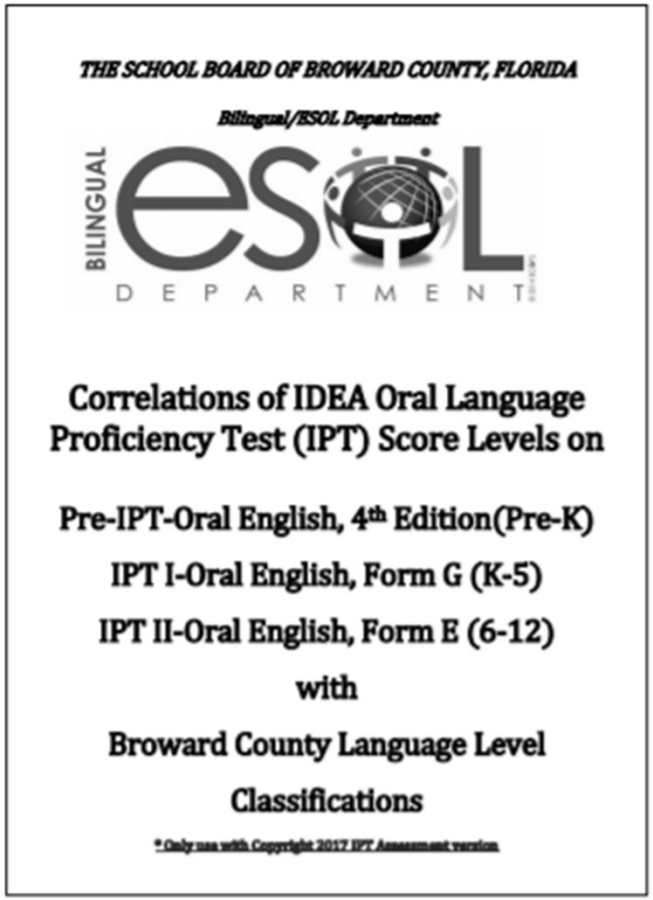
Student Information
Student ID: 17349
Name: Cecilia G
Grade: 6
Age: 11
Date of Birth: 2/28/2006
Gender: Female
Ethnicity: Hispanic/Latino of any race
Primary Language: Spanish
Program Participation:

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

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

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

SAMPLE



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Bilingual/ESOL Department

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

ESOL Forms

Available on ESOL Program Canvas Course and Padlet

padlet

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

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.

D or E

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**.

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.

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)

ORAL TEST

District Language Classification A2

Oral Raw Score 24

National Percentile (NP) 8%

English

Form G

Student ID 05123456789

Name Jane Doja

Teacher Ms. Jones

Grade 4

School Happy Elementary

District Broward

Test Date 7-14-2014

Date of Birth 3-17-2005

Country of Birth Mexico

Gender: ☒ Female ☐ Male

Ethnicity

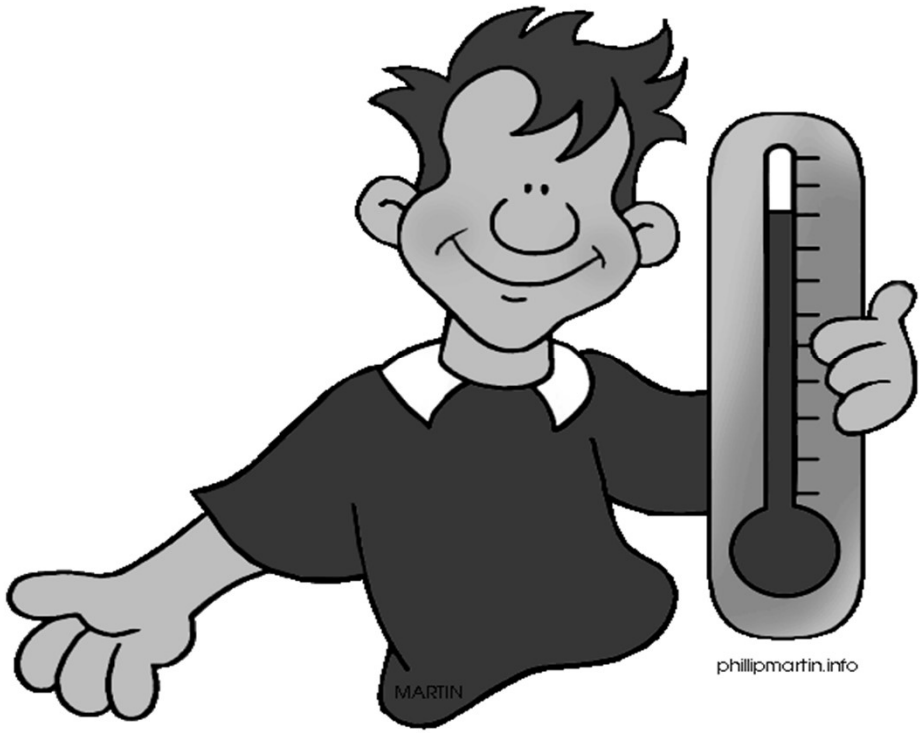
Primary Language Spoken at Home Spanish

☐ 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



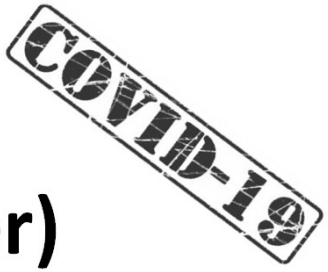
Temperature Check

FES K-2
(Fluent English Speaker)

- If a student scores FES upon initial assessment, he/she will be classified as C2/ZZ and <u>will not</u> 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
(Fluent English Speaker)



- If a student scores FES on IPT Aural/Oral, school can have an ELL committee meeting in lieu of KTEA to determine if student qualifies for ESOL services.

- The ELL Committee may also determine to classify the student as either D/ZZ (dominant English) or E/ZZ (monolingual).

Brick and Mortar

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

Brick and Mortar

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.

NAME (Last, First, Middle)	DATE OF BIRTH	GRADE	PRIMARY/HOME LANGUAGE	STDT NUMBER (FSI)	DATE OF AURAL/ ORAL LANGUAGE ASSESS.	NATIONAL PERCENTILE (NP) LISTENING/SPEAKING	DATE OF READING/ WRITING ASSESS.	NATIONAL PERCENTILE (NP)		LANG. CLASS	ASSESSOR'S INITIALS (K-TEA II) (Pre-IPT)
								READING	WRITING		

_____
Principal/Designee

FES 3-12

- If a student scores FES on IPT Aural/Oral, school can have an ELL committee meeting in lieu of KTEA to determine if student qualifies for ESOL services.

- Student receives a Language Classification of C1/LY if they qualify; otherwise C2/ZZ.

Brick and Mortar

FES 3-12

- If a student scores FES on IPT oral, school completes Request for Assessment for the KTEA and form is sent to esolrequests@browardschools.com .

- K-TEA is administered by staff from the Bilingual/ESOL department and scores are shared with the school.

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.

Appendix F

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 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
English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.

A2 Early Intermediate English Speaker
Demonstrates limited understanding. Communicates orally in English with one or two word responses.

B1 Intermediate English Speaker
Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.

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.

ELL CODE: ☐ **A1/LY** ☐ **A2/LY** ☐ **B1/LY** ☐ **B2/LY**

U Unable to be Classified
Verbal skills are too limited in any language

ELL CODE: ☐ **U/LY** ☐ **U/ZZ**

C1 Advanced English Speaker
Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.

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.

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
Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.

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: _____

Form #2590E (Revised 08/14)
VBS/jas

Copy: ELLSEP Folder

padlet

Unable to be Classified (U)

- Special Populations Language Dominance Questionnaire forms to be completed :
  - Special Populations School Form
  - Teacher Information Form
  - Parent Information Form

- School will conduct an ELL committee meeting and make the recommendation to identify the student as ELL with a U/LY Language Classification or U/ZZ if they do not qualify for ESOL Services.

- The ELL committee meeting must be documented on ELLevation and all documentation is filed in the student ELL folder for U/LY students or the CUM folder for students classified as U/ZZ.

The School Board of Broward County, Florida
Exceptional Student Education (ESE) & Support Services
PARENT INFORMATION FORM for English Language Learners

Student's Name _____ School: _____
Grade: _____ Contact Person: _____
Birthdate _____ Birthplace: _____
Parent/Guardian _____ Phone: _____

1. Has your child ever lived outside of the United States? Yes / No
   If yes, where? _____ From what age to what age? _____
2. How long has your family lived in the United States?
3. How often does your child visit his/her homeland?
4. In what language(s) has your child received formal schooling?
5. What language(s) are spoken in your home?
6. In what language(s) do you speak to your child?
   In what language(s) do older family members use to speak to your child?
   In what language(s) do other children use to speak to your child?
7. In what language does your child use to speak to you?
   In what language does your child use to speak to older family members?
   In what language does your child use to speak to other children?
8. Which language did your child learn to speak first? At what age did they speak his/her first words?
9. At what age did your child begin to learn English? Where?
10. Is your child exposed to TV, internet, newspapers, books, religious services, etc., in your home language on a regular basis?
11. Do you have any concerns about your child's language abilities?
12. Do you or other people have trouble understanding your child's speech? Explain.
13. Does your child talk as well as your other children? other children his/her same age?
14. Does your child frequently use gesture instead of speech?
15. Does your child have difficulty answering questions in English or your home language? Explain.

The School Board of Broward County, Florida

Teacher Information Form
Identifying English Language Learners with Speech-Language Concerns

I. General Information

Person Completing Form: _____ **Date:** _____

Last Name: _____ **First Name:** _____

School: _____ **Grade:** _____

Date of most recent language classification: _____

Language Classification: _____

II. Educational Information

A. The student was referred by: _____ _____
Name Title

B. Primary reason for this referral?

_____
_____
_____
_____
_____

C. What type of ESOL instructional program is the student receiving?

_____ **Option E: Sheltered English**

Sheltered English Instruction (SEI): This program provides nearly all classroom instruction in English with curriculum and instruction designed for English learners. English learners receive instruction to acquire the academic English they need to meet grade-level content standards.

_____ **Option S: Sheltered-Core/Basic Subject Areas or Mainstream Inclusion-English**

Regular English Instruction: Students are instructed in English at all times. Native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

_____ **Option C: Mainstream Inclusion – Core/Basic Subject Areas**

Option T: Dual Language (Two-way Developmental Bilingual Education)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Bilingual/ESOL Department

Special Populations Language Dominance Questionnaire
School Form

This form is for students whose verbal skills are too limited in any language to complete a formal language assessment test of oral proficiency and are "unable to be classified." See Procedures for Using the Special Populations Language Dominance Questionnaire.

Student's Name: _____ D.O.B.: _____
Last First Middle

School Name: _____ Grade Level: _____

Length of Time in English-speaking School Setting: _____

Briefly describe the conditions that prevent formal testing: _____

_____

I. INITIAL LANGUAGE CLASSIFICATION RECOMMENDATION:

_____ _____
Name of Language Assessor Date of Assessment

_____ _____
Job Title Location of Testing/Centers e.g. FDLRS, Ann Storck

The Bilingual/ESOL Department Support Service Team Members met on:
(To be completed by the Bilingual ESOL Department)

_____
Date

English Language Learner (ELL)

Yes _____(ELL code: LY) No _____(ELL CODE: ZZ)

Team Members:

_____ _____
_____ _____
_____ _____

padlet

Procedures for Using the Special Populations Language Dominance Questionnaire

Initial Language Classification of "Unable To Be Classified" Students

Attempt to give the student a formal language assessment test of aural/oral proficiency if the student is at least three years old.

If the student's verbal skills are too limited in any language to complete a formal language test of aural/oral proficiency, document this on the *Initial Language Classification Assessment Form.* The student's language classification is "unable to be classified."

Ask the parent/guardian to respond to the *Parent Information Form for English Language Learners.* This questionnaire is available in Spanish, Haitian-Creole and Portuguese and each language version includes English translations of the items. The questionnaire should be given in the parent's native language, and must be signed and dated.

The Language Assessor should complete the top portion of the *Special Populations Language Dominance Questionnaire School Form.* Include the student's name, date of birth, current school placement, grade level, length of time in English-speaking school setting and conditions that prevent formal testing.

Send both the *Special Populations Language Dominance Questionnaire School Form* and the *Parent Information Form for English Language Learners* along with the *Initial Language Classification Assessment Form* to Bilingual/ESOL Department.

The Bilingual/ESOL Department Support Service Team members will review this information, make the recommendation of "Yes" English Language Learner (LY) or "No" (ZZ) and return forms to the school or appropriate location.

A student's English proficiency should be re-assessed with a formal language assessment test of aural/oral proficiency if his/her verbal skills improve over time.

Language Reclassification of "Unable To Be Classified" ELLs

A school based professional (e.g. speech-language pathologist, ESE/ESOL teacher) will decide if the student has sufficient verbal skills to complete a formal language assessment test of aural/oral proficiency on an annual basis.

If it is possible to obtain a language classification of A_1 - C_2, for the student, proceed with regular language reclassification procedures.

Appendix F

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 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
English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.

A2 Early Intermediate English Speaker
Demonstrates limited understanding. Communicates orally in English with one or two word responses.

B1 Intermediate English Speaker
Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.

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.

ELL CODE: ☐ **A1/LY** ☐ **A2/LY** ☐ **B1/LY** ☐ **B2/LY**

U Unable to be Classified
Verbal skills are too limited in any language

ELL CODE: ☐ **U/LY** ☐ **U/ZZ**

C1 Advanced English Speaker
Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.

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.

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
Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.

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: _____

Form #2590E (Revised 08/14) Copy: ELLSEP Folder
VBS/jas

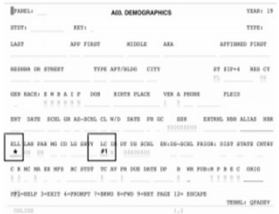
IMT/IMS Forms

Students that Met Criteria

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

ESOL Information Required for Students who met Entry Criteria

Student ID number	Student Name	#1 Language Classification	#2 CLASS Date (Date tested)	#3 ENTRY Date (First day in ESOL program)	#4 PLAN Date	#5 BASIS of ENTRY (A, R, L) "T" only for Pre-K	#6 TIER PLACEMENT (A, B, C, D) Based on DEUSS Date or ACCESS Scores	#7 Date (same as Classification Date)	#8 & #9 Listening/ Speaking IPT test (Percentile Scores)	#10 & #11 Kaufman Test (KEA) (if applicable only 3-12 grade) (Percentile Scores)	
										#10 Reading	#11 Writing

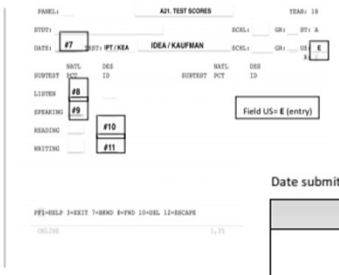


ELL Status*
Must be changed from ZZ to "LV"

Basis of Entry
A = Aural/Oral test
R = KTEA test
L = ELL Committee

TIER PLACEMENT (TERMS A23 PANEL)	2017-18 ACCESS FOR ELLs 2.0 Overall Proficiency Scores	Date Entering U.S School (DEUSS)
A	1210	07/01/2014 or after
B	2130	Between 07/01/2014 and 06/30/18
C	3140	Before 07/01/2014

Pre-K and Kinder TIER Placement = "Z"



Field US= E (entry)

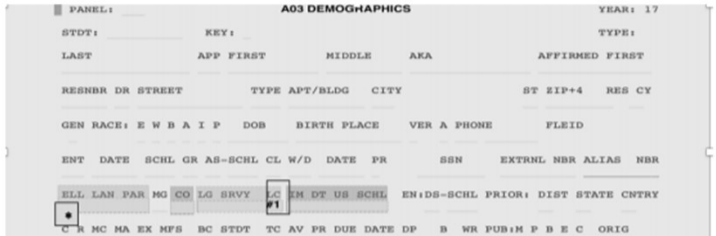
Students that Did Not Meet Criteria

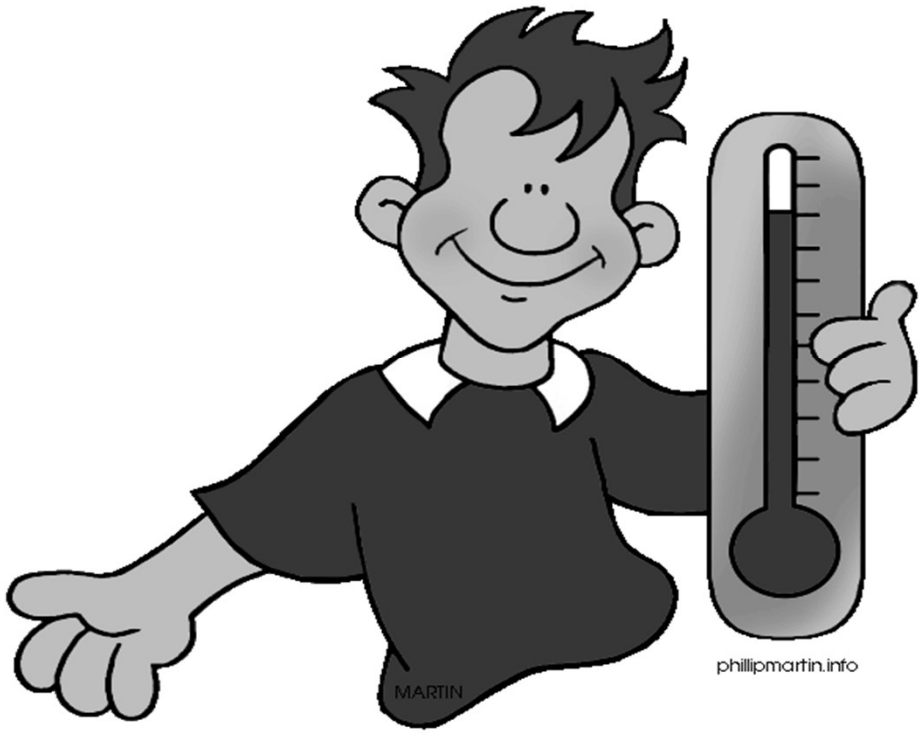
Date submitted to IMT/IMS_____ Date entered on TERMS_____

ESOL Information Required for Students who did not meet Entry Criteria

Student ID number	Student Name	#1 Language Classification (LC) (C2, D, E, U)

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.





Temperature Check

IPT Remote Testing Using Teams Video

Reflection Questions

What Language Classification might be considered for the student in the video?

What technical requirements are needed for successful IPT testing through TEAMS?

IPT Remote Testing Experience

IPT Remote Testing Using Teams Video

Reflection Questions

What Language Classification might be considered for the student in the video?

What technical requirements are needed for successful IPT testing through TEAMS?

Giving Control on TEAMS

Practice scoring the IPT Oral Assessment

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Bilingual/ESOL Department

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

* Use with Copyright 2010 or 2017 IPT Assessment version

The School Board of Broward County, Florida
Bilingual/ESOL Department

INITIAL LANGUAGE CLASSIFICATION ASSESSMENT FORM

For new students to BCPS without English Language Proficiency Level of 1-6

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 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
English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.

A2 Early Intermediate English Speaker
Demonstrates limited understanding. Communicates orally in English with one or two word responses.

B1 Intermediate English Speaker
Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.

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.

ELL CODE: ☐ **A1/LY** ☐ **A2/LY** ☐ **B1/LY** ☐ **B2/LY**

U Unable to be Classified
Verbal skills are too limited in any language

ELL CODE: ☐ **U/LY** ☐ **U/ZZ**

*** For students who have ACCESS for ELLs scores, use the English Language Proficiency Level (1-6) for placement.**

C1 Advanced English Speaker
Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.

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.

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
Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.

E Monolingual English Speaker
ELL CODE: ☐ **D/ZZ** ☐ **E/ZZ**

*** For students who have ACCESS for ELLs scores, use the English Language Proficiency Level (1-6) for placement.**

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**

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

NEW!

FALL KINDERGARTEN (K)[a] (July 31st – December 31)

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 with 8 or more errors in level B	NES (Non-English Speaker)	Beginning	A1
Level B with 6 or 7 errors in *level B*	LES (Limited-English Speaker)	Early Intermediate	A2
Level B With 5 errors in *level B*	LES (Limited-English Speaker)	Intermediate	B1
Level B With 4 or fewer errors in *level B*	LES (Limited-English Speaker)	Early Advanced	B2
Level B With 8 or more errors in *level C*	LES (Limited-English Speaker	Early Advanced	B2
Level C Level D Level E Level F	FES (Fluent-English Speaker)	Advanced	C2 The student may be classified C1/LY if performance level indicates a lack of English proficiency in readiness skills appropriate for age. **This decision requires an ELL Committee recommendation.**
D or E 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. Interview and background data will be helpful in determining D or E classification. These students do not qualify for ESOL Services.			

Case of Daniella
Grade 4

IPT Oral Score Level =

IPT Oral Designation =

District Language Classification =

Oral Raw Score =

National Percentile =

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

#15

End of Level B

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.

1

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.* — 19. (He) is reading./He's reading./(He) is looking at a 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 _____.)* — 22. (No, we) can't/cannot.

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Raw Score: Total Number of items asked minus total number of errors

Examiner says: *(referring to pictures for circled items)*

Student responds: | Correct | Incorrect

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

My dog can run fast. — *(Repeats each word in correct sequence)* 23. My dog can run fast.

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

25. The apple is red because it is ripe. — 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? — 26. Lisa

27. Where is she going? — 27. to the shoe store/to the store

28. Who is going with her? — 28. her father/dad/daddy

29. What is her problem? — 29. *(Any appropriate sentence, such as "Her shoes are too small," or "She needs new shoes.")*

30. Tell me what you like about school. *What do you do in school? Tell me in a sentence. I …* — 30. *(Any appropriate sentence in the present tense)*

#30

End of Level C

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

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 … — 33. *(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.")*

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, Saturday, Sunday

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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.

D or E

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.

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.

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

Case of Daniella
Grade 4

IPT Oral Score Level = **C** (From score box in the student protocol booklet)

IPT Oral Designation = **LES** (District Correlation Booklet)

District Language Classification = **A2** (District Correlation Booklet)

Oral Raw Score = **25** (District Correlation Booklet)

National Percentile = **8** (District Correlation Bo

Case of Stanley
Grade 10

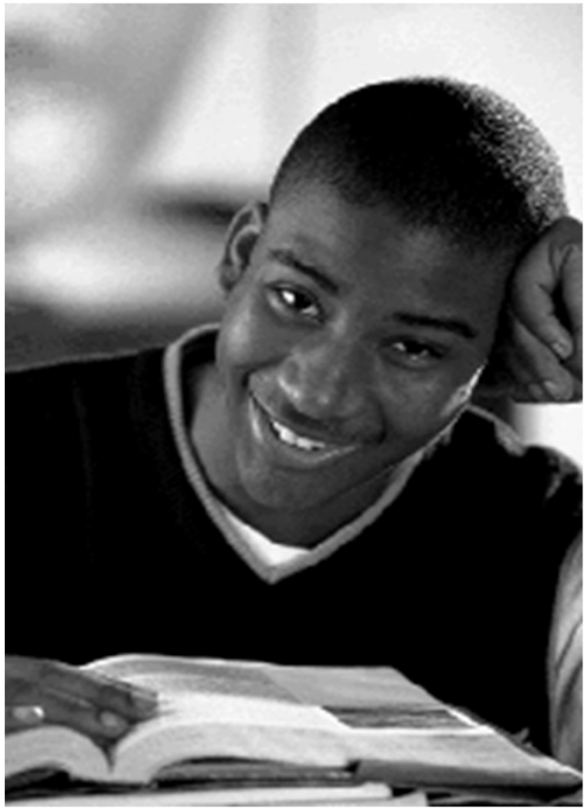
IPT Oral Score Level =

IPT Oral Designation =

District Language Classification=

Oral Raw Score =

National Percentile =



Examiner says: *(referring to pictures for circled items)*

Student responds:

Correct | Incorrect

33. Listen carefully to this short story, and then answer some questions. I will ask things like who the story is about and why they did something. I will say this only one time, so pay close attention.

Mrs. Webster's car broke down yesterday. She took it to the mechanic's shop and now it's fixed. She needs to go downtown to pick it up. Because she doesn't have her car, she will have to take the bus to get there.

Who is the story about? — 33. Mrs. Webster/a woman/a lady — ☑ ☐

34. Where is she going? — 34. to the mechanic's (shop)/downtown — ☑ ☐

35. Why is she going there? — 35. to pick up/get her car — ☐ ☑

36. How is she getting there? — 36. by/on the bus/she's taking the bus — ☐ ☑

End of Level C

END OF LEVEL C

TOTAL # OF LEVEL C ERRORS: _____
7 or more errors: Stop. Score is Level B.
3 - 6 errors: Stop. Score is Level C.
2 or fewer errors: Go to Level D.

2

BEGINNING OF LEVEL D

37. Starting with September, tell me all the months of the year in order. — 37. September, October, November, December, January, February, March, April, May, June, July, August — ☐ ☑

38. If your parents ask you to rearrange the furniture in your bedroom, what do they mean? — 38. *(Accept any response meaning that the furniture has to be moved)* — ☑ ☐

39. If your teacher tells you that you mispronounced a word, what does she mean? — 39. *(Accept any response meaning that the word was not pronounced correctly)* — ☑ ☐

40. Mary gave most of her money away to charity to help buy food for poor people, but her friend David was not so generous. Would David have given money away? No, he _____.
Please complete the sentence. No, he _____. — 40. wouldn't/would not (have) — ☐ ☑

41. Please complete the sentence.
Tom is not always careful when he shaves in the morning, and this morning he cut his face. Who did he cut? He cut _____. — 41. himself — ☐ ☑

42. Every year, a different teacher teaches art. This year, Mr. Richardson is teaching it. Last year, Mrs. Allen _____.
Please use the word "teach." Complete the sentence. Last year, Mrs. Allen _____. — 42. taught it/art/the art class — ☑ ☐

43. Answer this question with a complete sentence. What would you do if you had a million dollars? — 43. (If I had a million dollars) I would/'d ... — ☑ ☐

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Examiner says: *(referring to pictures for circled items)*

Student responds:

Correct | Incorrect

44. Up is the opposite of down.
What is the opposite of strong? — 44. weak — ☑ ☐

45. What is the opposite of remember? — 45. forget — ☑ ☐

46. What is the opposite of cruel? — 46. kind — ☐ ☑

47. Imagine you are talking on the telephone with a friend. Tell your friend about three things that you like to do on weekends and why you like to do them. — 47. *(Must name and talk about three activities)* — ☑ ☐

48. What do you call a person whose job it is to present legal cases in court? — 48. lawyer/attorney — ☐ ☑

49. Listen carefully to this short story, and then tell me what you think Dan should do. I will say this only one time, so pay close attention.

Dan got a new shirt from his grandmother for his birthday. When he tried it on, it was too small for him.

Tell me two things you think he should do. — 49. *(Accept any two logical responses)* — ☐ ☑

50. — 50. — ☐ ☑

#50

End of Level D

END OF LEVEL D

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

7

BEGINNING OF LEVEL E

51. Point to and name all the money you need to make $1.87 (one dollar and eighty-seven cents).
Name the money you chose. — 51. *(Must point to and name bill and all necessary coins)* — ☐ ☐

52. You are going to interview a famous musician about his or her job. What are three questions you would ask him or her? — 52. *(Responses will vary; accept any appropriate questions related to the job field)* — ☐ ☐

53. *(Examiner points appropriately)*
Listen to this example:
He is sleeping, but he is not.

Now complete this sentence just like the example:
He is driving, ... — 53. but he is not/isn't *(or any appropriate response using "but")* — ☐ ☐

54. If somebody described a painting as "lifelike," what would it mean? — 54. *(Must give response indicating that it looks real)* — ☐ ☐

55. If a doctor told you a disease was curable, what would — *(Must give response indicating that the disease can be cured* — ☐ ☐

Raw Score: Total Number of items asked minus total number of errors

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

GRADES 7-12

IPT II 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	LES (Limited English Speaker)	Early Intermediate	A1
Level C	LES (Limited-English Speaker)	Intermediate	A2
Level D	LES (Limited-English Speaker)	Early Advanced	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.
D or E 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. 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.			

*See glossary on page 21 for definition of terms.

Table 10: IPT II Oral Test Form B Norms for 7th to 12th Grade Students (Norm Year 2009)

Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
78	151	95	85	38	108	27	37
77	150	87	74	37	107	27	37
76	149	79	67	36	106	26	36
75	148	73	63	35	105	26	36
74	147	68	60	34	103	25	36
73	146	64	58	33	102	24	35
72	145	60	55	32	101	23	34
71	144	57	54	31	100	23	34
70	142	54	52	30	99	22	34
69	141	51	51	29	98	21	33
68	140	49	49	28	97	20	32
67	139	48	49	27	96	19	32
66	138	46	48	26	95	18	31
65	137	45	47	25	94	17	30
64	136	43	46	24	93	16	29
63	135	42	46	23	92	14	27
62	134	41	45	22	91	13	26
61	133	40	45	21	89	12	25
60	132	39	44	20	88	11	24
59	131	39	44	19	87	10	23
58	129	38	44	18	86	9	22
57	128	37	43	17	85	8	20
56	127	37	43	16	84	7	19
55	126	36	42	15	83	6	17
54	125	36	42	14	82	5	15
53	124	35	42	13	81	4	13
52	123	35	42	12	80	3	10
51	122	34	41	11	79	3	10
50	121	34	41	10	78	2	7
49	120	33	41	9	76	2	7
48	119	33	41	8	75	1	1
47	118	32	40	7	74	1	1
46	116	32	40	6	73	1	1
45	115	31	40	5	72	0	0
44	114	31	40	4	71	0	0
43	113	30	39	3	70	0	0
42	112	30	39	2	69	0	0
41	111	29	38	1	68	0	0
40	110	29	38	0	67	0	0
39	109	28	38				

Case of Stanley
Grade 10

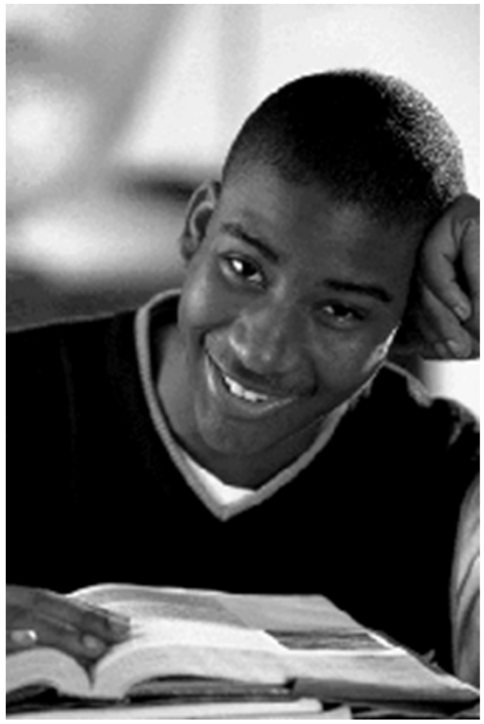
IPT Oral Score Level = **D** (From score box in the student protocol booklet)

IPT Oral Designation = **LES** (District Correlation Chart)

District Language Classification = **B1** (District Correlation Chart)

Oral Raw Score = **41** (District Correlation Chart)

National Percentile = **29** (District Correlation Chart)



Appendix F

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 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
English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.

A2 Early Intermediate English Speaker
Demonstrates limited understanding. Communicates orally in English with one or two word responses.

B1 Intermediate English Speaker
Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.

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.

ELL CODE: ☐ **A1/LY** ☐ **A2/LY** ☐ **B1/LY** ☐ **B2/LY**

U Unable to be Classified
Verbal skills are too limited in any language

ELL CODE: ☐ **U/LY** ☐ **U/ZZ**

C1 Advanced English Speaker
Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.

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.

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
Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.

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: _____

Form #2590E (Revised 08/14)
VBS/jas

Copy: ELLSEP Folder

ORAL TEST

District Language Classification A2

Oral Raw Score 24

National Percentile (NP) 8%

English

Form G

Student ID 05123456789

Name Jane Doja

Teacher Ms. Jones

Grade 4

School Happy Elementary

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

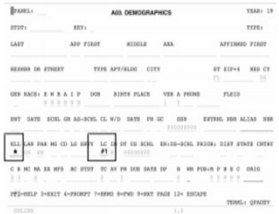
IMT/IMS Forms

Students that Met Criteria

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

ESOL Information Required for Students who met Entry Criteria

Student ID number	Student Name	#1 Language Classification	#2 CLASS Date (Date tested)	#3 ENTRY Date (First day in ESOL program)	#4 PLAN Date	#5 BASIS of ENTRY (A, R, L) "T" only for Pre-K	#6 TIER PLACEMENT (A, B, C, D) Based on DEUSS Date or ACCESS Scores	#7 Date (same as Classification Date)	#8 & #9 Listening/ Speaking IPT test (Percentile Scores)	#10 & #11 Kaufman Test (KEA) (if applicable only 3-12 grade) (Percentile Scores)	
										#10 Reading	#11 Writing

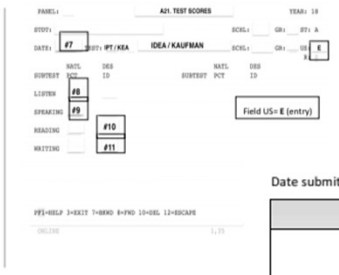


ELL Status*
Must be changed from ZZ to "LV"

Basis of Entry
A = Aural/Oral test
R = KTEA test
L = ELL Committee

TIER PLACEMENT (TERMS A23 PANEL)	2017-18 ACCESS FOR ELLs 2.0 Overall Proficiency Scores	Date Entering U.S School (DEUSS)
A	1210	07/01/2014 or after
B	2130	Between 07/01/2014 and 06/30/18
C	3140	Before 07/01/2014

Pre-K and Kinder TIER Placement = "Z"



Field US= E (entry)

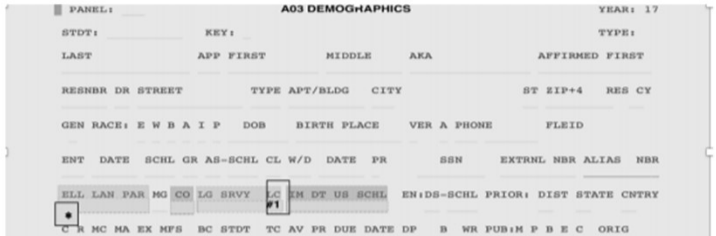
Students that Did Not Meet Criteria

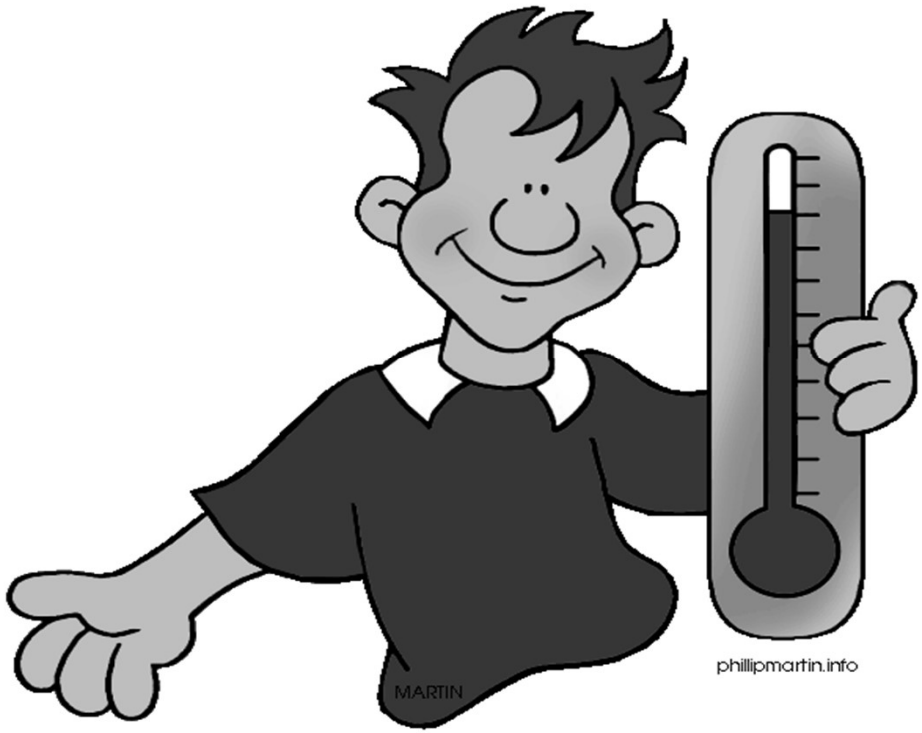
Date submitted to IMT/IMS_____ Date entered on TERMS_____

ESOL Information Required for Students who did not meet Entry Criteria

Student ID number	Student Name	#1 Language Classification (LC) (C2, D, E, U)

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.





Temperature Check

Attendance Records

- Participants will receive 4 Inservice Points. An email will be sent from LAB once the survey is available.
- Attendance will be recorded.
- For those of you that entered the meeting through your phone number or PNumber, please identify yourself in the chat by typing your Name, Location, and Phone number or PNumber.

SMB3

English Language Learner
English Language Proficiency Levels - Codes

LANGUAGE CLASSIFICATION IS A LOCAL ELEMENT. THE CODES ARE AS FOLLOWS:

Language Classification Level based on IPT			Language Classification based on ACCESS for ELLS 2.0 Composite (Overall) English Language Proficiency Levels		
LC Code (TERMS)	LC Definition	LC Full Definition	LC Code (TERMS)	LC Definition	LC Full Definition
A1	NON-ENGLISH SPEAKER OR MINIMAL KNOWLEDGE OF ENGLISH	**Beginning English Speaker** Non-English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.	**Level 1** (Ranges from 1.0 to less than 2.0)	ENTERING	**ENTERING** - Pictorial or graphic representation of the language of the content areas; **produces words, phrases, or chunks of language; processes single statements or questions.**
A2	LIMITED ENGLISH SPEAKERS; DEMONSTRATES LIMITED UNDERSTANDING	**Early Intermediate English Speaker** Demonstrates limited understanding. Communicates orally in English with one or two word responses.	**Level 2** (Ranges from 2.0 to less than 3.0)	EMERGING	**EMERGING** - General language related to the content areas; **produces phrases or short sentences; processes multiple related simple sentences.**
B1	INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES ORALLY IN ENGLISH, MOSTLY WITH SIMPLE PHRASES AND/OR SENTENCE RESPONSES	**Intermediate English Speaker** Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.	**Level 3** (Ranges from 3.0 to less than 4.0)	DEVELOPING	**DEVELOPING** - General and some specific language of the content areas; **produces short and some expanded sentences in oral interaction or written paragraphs; processes discourse with a series of related extended sentences.**
B2	INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES IN ENGLISH ABOUT EVERYDAY SITUATIONS WITH LITTLE DIFFICULTY	**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.	**Level 4** (Ranges from 4.0 to less than 5.0	EXPANDING	**EXPANDING** - Specific and some technical language of the content areas; **produces and processes a variety of sentence lengths of varying linguistic complexity in oral discourse.**
C1	ADVANCED ENGLISH SPEAKER, UNDERSTANDS AND SPEAKS ENGLISH FAIRLY WELL	**Advanced English Speaker** Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.	**Level 5** (Ranges from 5.0 to less than 6.0	BRIDGING	**BRIDGING**- Specialized or technical language of the content areas; **oral or written language approaching comparability to that of proficient English peers when presented with grade level material.**
C2	FULL ENGLISH SPEAKER; UNDERSTANDS AND SPEAKS ENGLISH WITH NEAR FLUENCY	**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.	**Level 6** (6.0)	REACHING	**REACHING** - Specialized or technical language reflective of the content areas at grade level; **oral or written communication in English comparable to proficient English peers.**
D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	**Dominant English Speaker** Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.	D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	**Dominant English Speaker** Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.
E	MONOLINGUAL ENGLISH SPEAKER	**Monolingual English Speaker**	E	MONOLINGUAL ENGLISH SPEAKER	**Monolingual English Speaker**
U	UNABLE TO CLASSIFY	**Unable to Classify**	U	UNABLE TO CLASSIFY	**Unable to Classify**

Slide 83

SMB3 Take a look: UPDATE with Latest Version- should not have "t"

Stephanie M. Bustillo, 8/25/2020

2020-2021 Price List

Broward County IPT 2020-2021 Price Index
Catalog # Description Unit Price

ORAL TESTS

1-520-16 IPT I Form G Test Set (K-6) $399
1-441-16 IPT II Form E Test Set (6-12) $399
1-526-16 IPT I (K-6) Oral ENGLISH, Form G Test Pictures (1) $160
1-523-16 IPT I (K-6) Oral ENGLISH, Form G Test Booklets (50) $192
1-443-16 IPT II (6-12) Oral ENGLISH, Form E Test Pictures (1) $160
1-442-16 IPT II (6-12) Oral ENGLISH, Form E Test Booklets (50) $192

ONLIPT-O, ONLINEIPT ORAL – English & Spanish – Block of 50 tests $175

Ballard & Tighe 2020-2021 ORDER FORM

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

REQUIRED INFORMATION

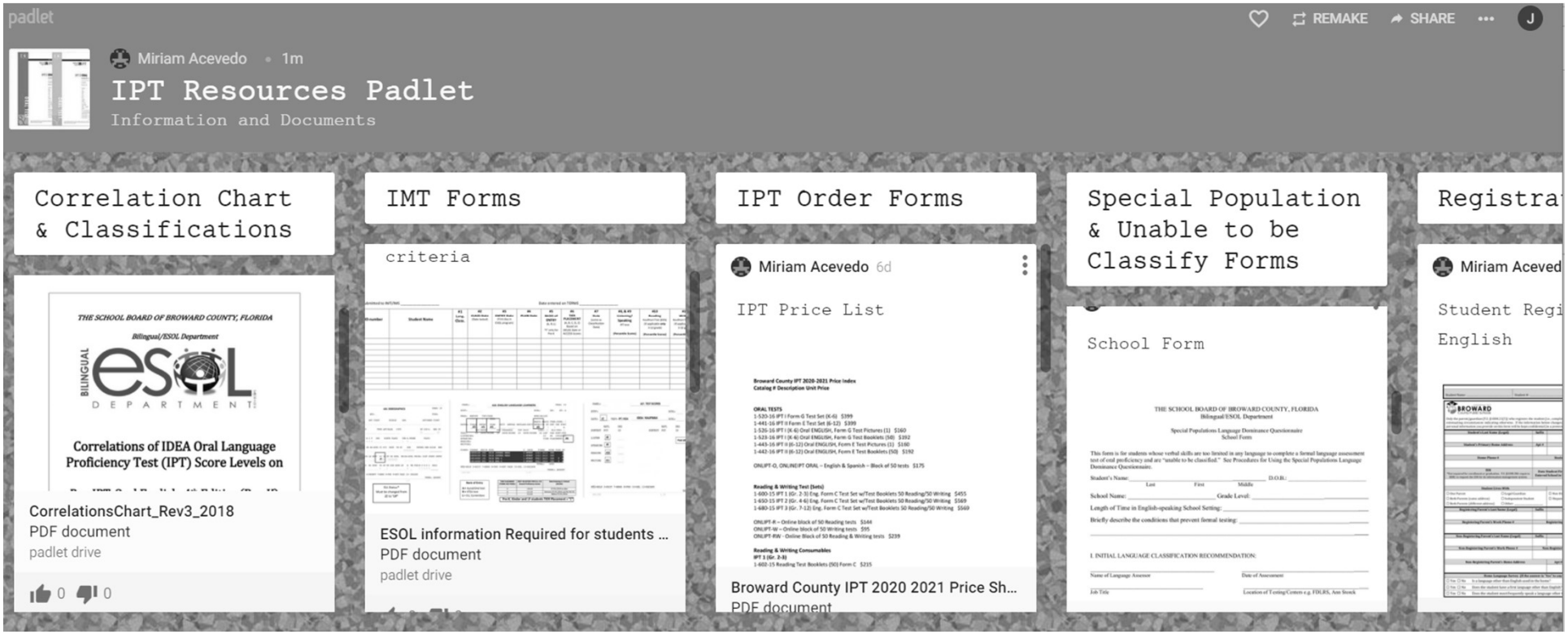
Date:
Ordered by:
Title:
School District:
County:
E-mail:
Bill to:
Attn:
Street
City
State Zip

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

QUANTITY	CATALOG #	DESCRIPTION	UNIT PRICE	TOTAL

padlet

IPT Resources Padlet



This is the Padlet link:**https://tinyurl.com/y4bz6qzt**

IPT Resource Documents

BCPS Employees

1.Type the following URL into your browser:
https://browardschools.instructure.com/enroll/BDDK6E
2. ESOL Contact 2020-2021
3. Click on "Enroll in Course"
4. Click on "Go to Course“
5. Professional Training
6. IPT Documents

Charter teachers will go to:
https://browardschools.instructure.com/courses/579105 and bookmark the URL

SharePoint- BCPS Employees- Bilingual/ESOL

Padlet
Padlet link:**https://tinyurl.com/y4bz6qzt**

Cadre Director 2020-2021	ESOL Instructional Facilitator	Cadre Director 2020-2021	ESOL Instructional Facilitator
Estella Eckhardt	Deborah Benitez-Rosa	**Priscilla Ribeiro**	Rosemarie Richard
Dr. Jermaine Fleming	Annette Ramos	**Christine Semisch**	Deborah Benitez-Rosa Jessica De La Prida
Angela Fulton	Melinda Mayers	**Dr. Carletha Shaw-Rolle**	Annette Ramos
Dr. David Hall	Cristal Abella	**Todd LaPace**	Eric Rosenauer
Jackie Haywood	Cristal Abella	**Sandra Shipman**	Stephanie Bustillo
Kenneth King	Jessica De La Prida	**Dr. Mark Strauss**	Jennifer Desmidt
Ernie Lozano	Jennifer Desmidt	**Charter Schools**	Celina Chavez
Maria Perez	Miriam Acevedo		
Davida Johnson	Miriam Acevedo		

@BrowardESOL

Broward
Bilingual ESOL
Department

ESOL K-12
Community

FOLLOW US ON SOCIAL MEDIA

Bilingual ESOL Leadership

Vicky B. Saldala, Director
Leyda Sotolongo, ESOL Curriculum Supervisor
Stephanie Bustillo, Educational Specialist
Melinda Mayers, Educational Specialist
Monica Nelsas, Parent Outreach Specialist
Osiris De Los Rios, Community Resource Specialist
Blanca Guerra, World Language Supervisor
Idalina Orta, Dual Language Specialist
Reina Murry, Bilingual Guidance Counselor
Celina Chavez, Educational Specialist, Charter School Support

754-321-2590 KCW
754-321-2951 Parent Outreach Office
http://bilingual-esol.browardschools.com

Thank You
Köszönöm
Danke
Grazie
Takk
Tak
Kiitos
Merci
Gracias
Obrigado
Спасибо
Efharisto
Sagolun
Xièxie
Hvala
Toda
Dankie
Dankjewel
Mercé
Rahmat
Matondo
Mahalo
Misaotra
Terima Kasih
Mauruuru
Faleminderit
Thank You
شكرا
ありがとう

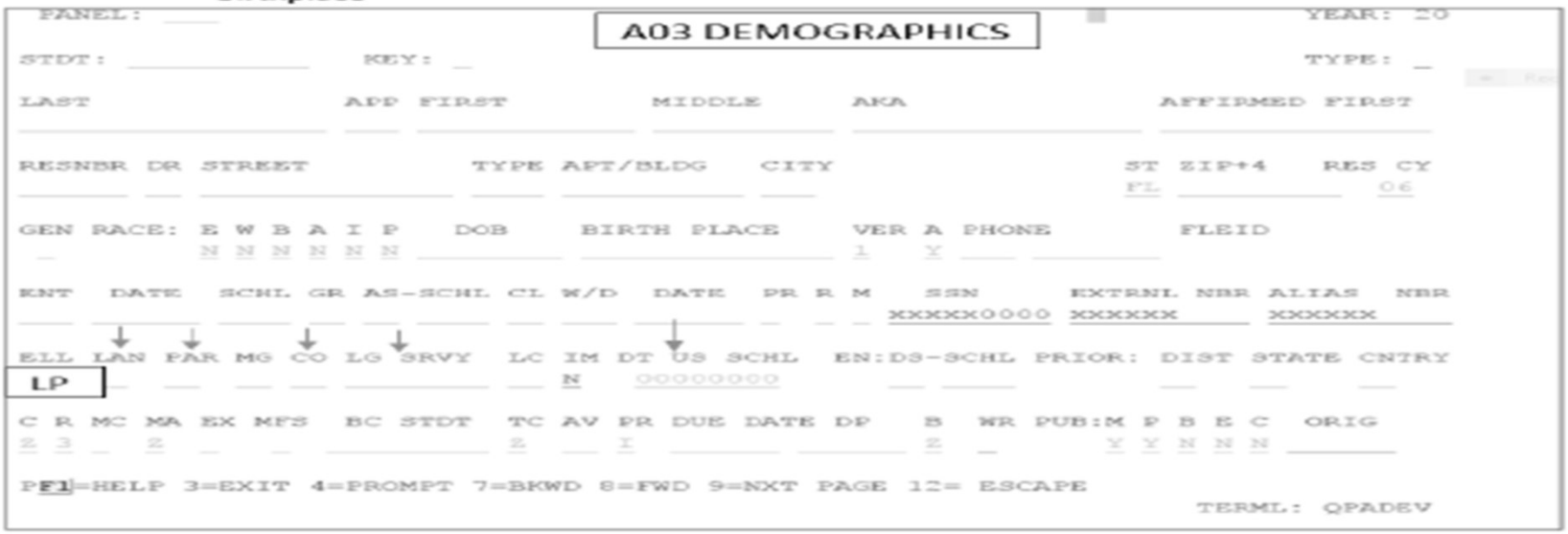
Directions for New Students Registering during COVID-19

NEW - ELL Status Code LP (Pending Initial Placement Assessment)

Based on the response(s) to the Home Language Survey (HLS), potential ELLs enrolled during COVID-19 will be coded **LP** *(student is in grades K-12th, "yes" is marked for any of the 3 HLS questions, and is pending initial placement assessment).*

Enter the following data elements on the **A03** Panel:

*** New*** ELL Status: **LP** code
- → Student Language
- → Parent Language
- → Language Survey Date
- → DEUSS date
- → Country Code
- → Birthplace



ESOL Contacts:

- LP students will receive ESOL services while pending IPT assessment.
- An **LP Tile** will be created on ELLevation *Dashboard* to assist in identifying students at your school. Use the student list to assign all **accommodations** for LP students and to notify teachers.
- Save **ELL Plan** and generate a **Notification Placement Letter**. Please note, the language of the letter has changed to include language of Covid-19.
- **Save** and **upload** the parent letter and email to parents or send later.
- Keep all records **digitally** for now.
- **Once students return to school they must be assessed and classified as usual, if the students meet placement criteria.**

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%**