



More Than Just a Placement Test

Using Remote Assessments to Guide Instruction

- Lori Hill, Educational Consultant
- Dr. Sari Luoma, Vice President, Assessment
- Brenda Rosas, Educational Consultant

Webinar Tips



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Poll



**Which Topic Are You Most
Interested in Learning About
Today?**



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Adapting Assessments for Remote Administration

What, Why, How?

Getting at “the construct”

Examples of adaptations

Benefits of adaptation work

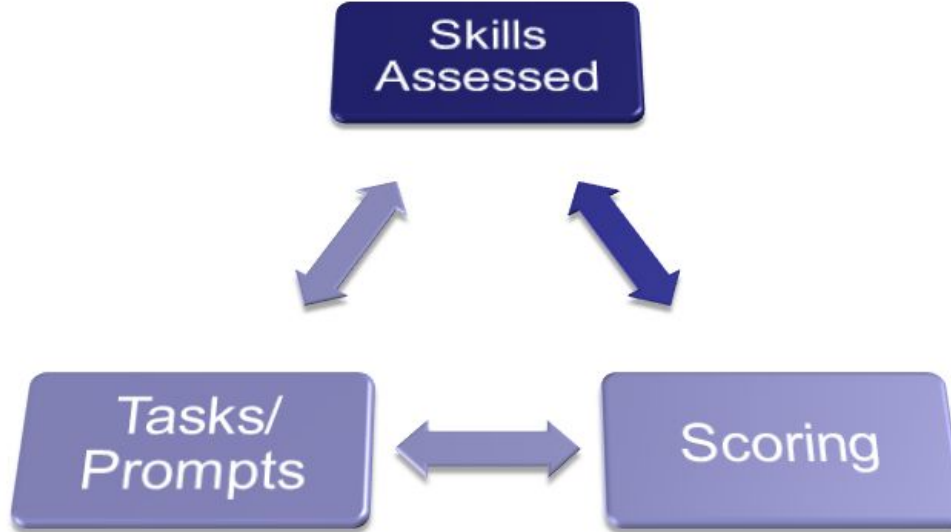


Adapting Assessments for Remote Administration

- Why?
 - To meet the requirements of changing conditions
 - To support decisions about (remote) learning
- How?
 - By maintaining the underlying conceptual structure of the assessment:
the construct
- What does that mean? Comparability of...
 - Skills assessed, tasks & prompts
 - Scoring and score interpretation



Getting at “the construct”

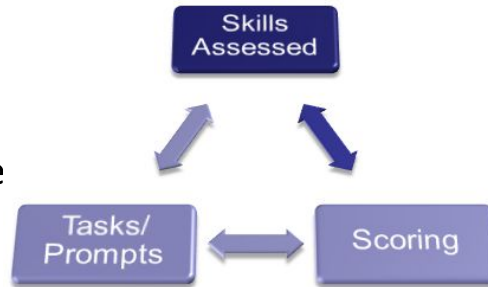




Construct and Its Implementation

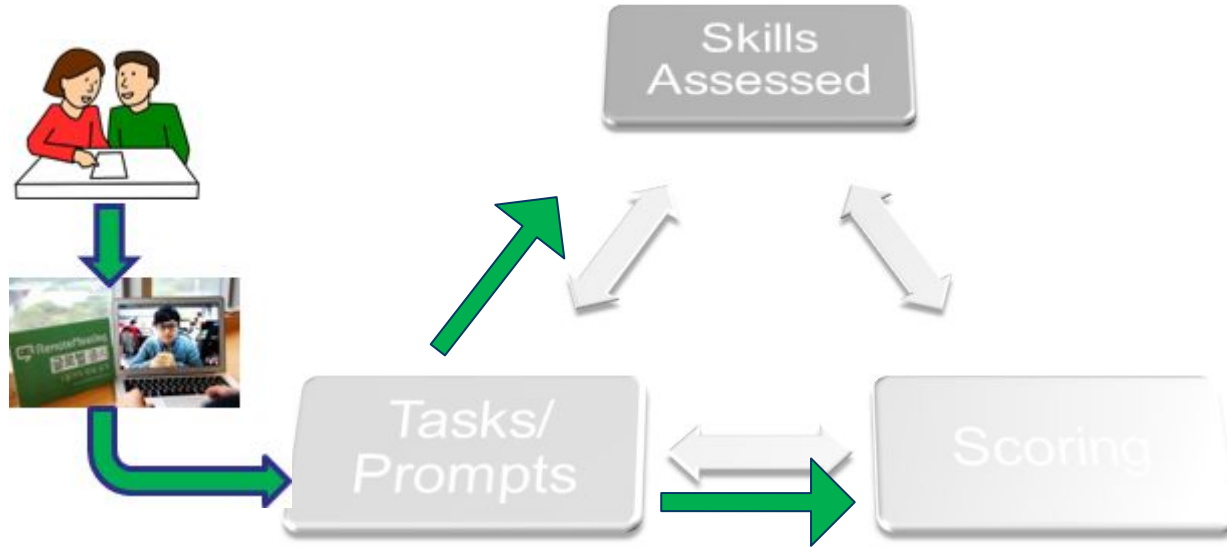
Oral Proficiency in the IPT

- Comprehension, Verbal Expression, Vocabulary, and Grammar
- Each dimension assessed across proficiency levels
- Scripted prompts by examiner
- Expected responses by student
- Relatively short responses
- Expectations specify words, type of forms/structures, or language functions
- Prompts grouped into test levels
- Each response scored 0/1
- Each test level has a stopping rule
- If student answers less than half the prompts at a level correctly, they have not met the level requirements and are at the previous level
- Between half and 2/3: they are at the level
- In the top 1/3: go on



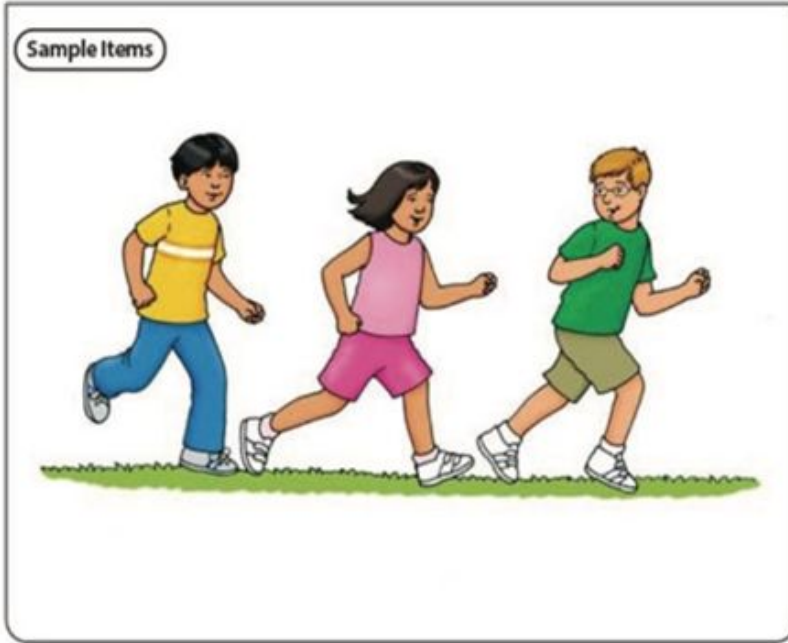


Changing to Remote Testing...



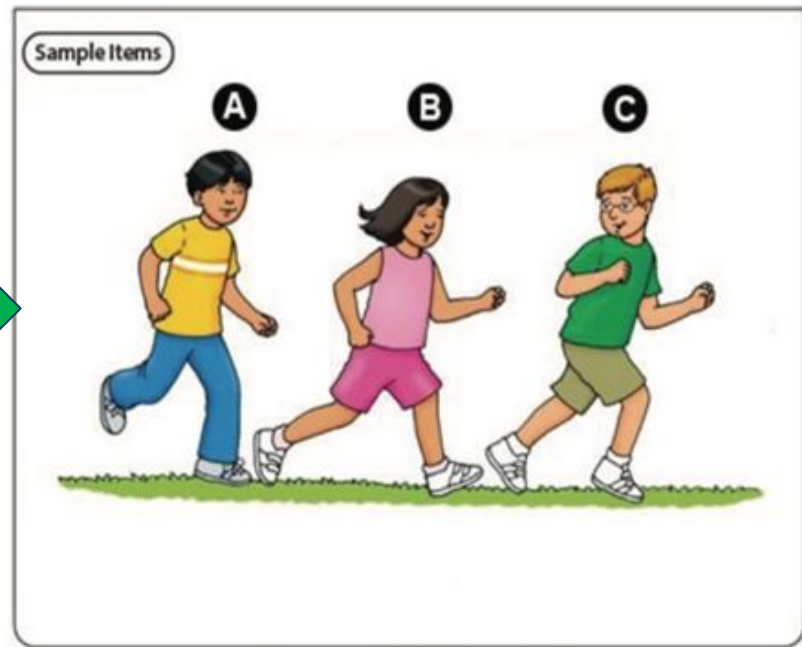
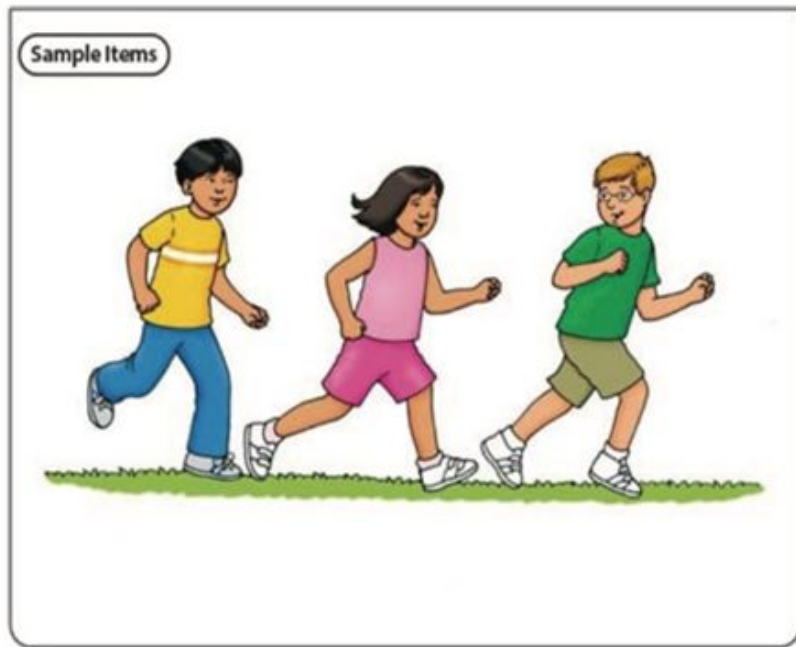


IPT I and II Oral: Simple Changes





IPT I and II Oral: Simple Changes





Pre-IPT: More Complex Changes



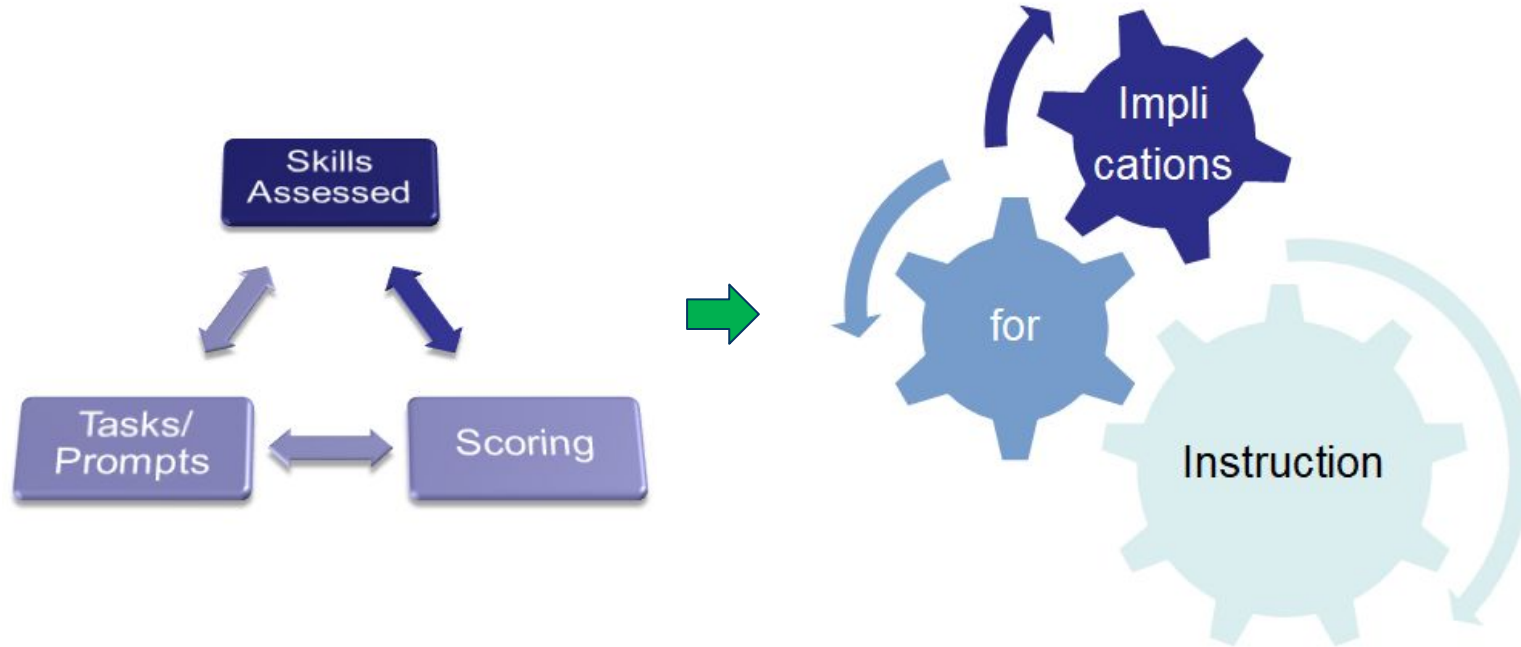


Pre-IPT: More Complex Changes





To Better Serve Students





Informing Instruction

A Guide for Intervention

- Reports
 - Identification/Redesignation
- Progress Monitoring
- Diagnostic Reports
- Informing Instruction
 - Oral
 - Reading and Writing
- Intervention
- Recommendation for Curricular Materials



Reports

- District Reports
 - Oral
 - Reading
 - Writing
 - [Overall proficiency summary](#)
- School and Classroom Reports
 - By grade level
 - By student
- Student Score Reports
 - Oral
 - Reading
 - Writing
 - [Overall Proficiency Summary](#)
- Placement: What's next?





Individual Student Diagnostic Reports

- Reading and Writing
 - Intervention
 - Recommendation for Curricular Materials
- Oral
 - Intervention
 - Recommendation for Curricular Materials



Reading and Writing

- Designation
- Proficiency Level
- Reading
 - Vocabulary
 - Vocabulary in Context
 - Reading for Understanding
 - Reading for Life Skills
 - Language Usage
- Writing
 - Conventions
 - Productive Writing
 - Write a Story
 - Write Your Own Story



Jose R

DOB: 5/10/2009 Teacher: Amelia Gomez
 Age: 8 Examiner: Maria Gonzales
 Grade: 3 School: B. T. Elementary School
 Gender: Male District: Ballard & Tighe Demo District
 Ethnicity: Hispanic/Latino of any race Reading Test: IPT 1D-English Reading (3rd Ed.)
 Primary Lang: Spanish 8/21/2017
 Test Period: Fall 2017 Writing Test: IPT 1D-English Writing (3rd Ed.)
 8/21/2017

	Designation	Proficiency Level	Scaled Score	Percentile	NCE
Reading	LER	Intermediate	219	23	34
Writing	LEW	Early Intermediate	123	14	27

Part Scores and Diagnostic Graph

Jose's raw scores (number correct) are listed below. The graph on the right is based on this information. The rectangle box shows the mean score on each task achieved by the norming group. Jose's part scores are indicated by circles and/or squares. Scores in circles are at or above the mean score; scores in squares are below the mean score.

Reading

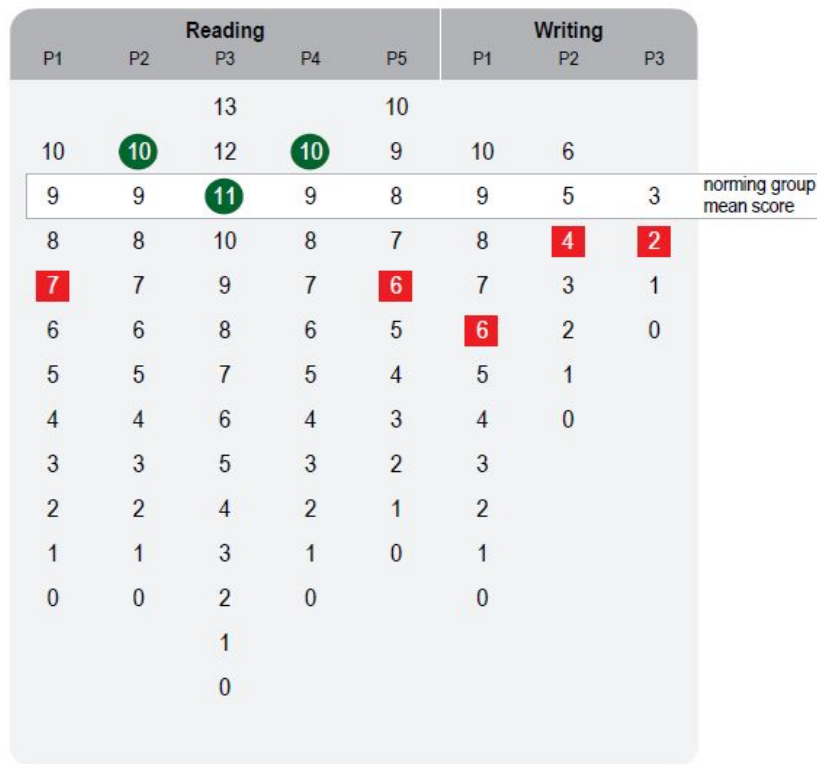
Part 1: Vocabulary	7 / 10
Part 2: Vocabulary in Context	10 / 10
Part 3: Reading for Understanding	11 / 13
Part 4: Reading for Life Skills	10 / 10
Part 5: Language Usage	6 / 10

Total Reading Score 44 / 53

Writing

Part 1: Conventions	6 / 10
Part 2: Write a Story	4 / 6
Part 3: Write Your Own Story	2 / 3
Conventions Score	6 / 10
Productive Writing Score	6 / 9

Total Writing Score 12 / 19



● student's part score is at or above norming group mean

■ student's part score is below norming group mean

Interpreting Jose R's Designations

Jose's reading designation was Limited English Reader. This designation comprises three IPT proficiency levels: Early Intermediate, Intermediate, and Early Advanced. Jose's proficiency level was Intermediate, which means that his score is in the middle third of this designation. Jose's writing designation was Limited English Writer and proficiency level was Early Intermediate, which means that his score is in the bottom third of this designation level. The table below describes reading and writing skills that are typical for students at these designation levels.

Limited English Reading (LER)	Limited English Writing (LEW)
<ul style="list-style-type: none">• may have a limited sight vocabulary• may have partial word analysis skills for comprehending and selecting appropriate labels• can sometimes form generalizations from a reading passage• can sometimes draw meaning from text in special formats, such as in a table of contents, a recipe, and a calendar• partially uses context to assist in selecting a required key word for a sentence• can sometimes make inferences from a reading passage• partially uses context to assist in understanding unknown words• can sometimes understand, or partially understands, the main idea in a reading passage or poem• partially interprets the information correctly in a reading passage or poem• can sometimes use text features, such as weather symbols, to locate and recognize information• can sometimes perceive, or partially perceives, the literary element of mood or tone in a story or poem• can sometimes recognize, or partially recognizes, cause and effect relationships• can sometimes identify and understand supporting details• can sometimes respond accurately to comprehension questions based on simple poetry• can sometimes make predictions based on contextual information• partially understands figurative language in a poem• partially separates personal experience from content in reading passages• can sometimes identify grammatically correct and incorrect phrases and sentences	<ul style="list-style-type: none">• writes somewhat or mostly understandable text• addresses the topic in general• writes mostly or fully in English• uses some complete sentences• presents a partially logical sequence of events• makes sense even though some disorganization of ideas may be evident in the writing• demonstrates limited ability to write with a focus• demonstrates limited ability to write short narrative or descriptive stories containing the elements of setting, character, event(s), or objects• uses partially appropriate vocabulary• sometimes uses correct syntax, including subject/verb agreement• uses partially appropriate capitalization, punctuation, and spelling• demonstrates limited ability to write correct declarative, interrogative, imperative, or exclamatory sentences• demonstrates limited ability to respond in writing to simple picture prompts• demonstrates minimal or partial competency in writing grade-level quality and quantity

Instructional Implications for Jose R

The instructional implications below are based on Jose's reading and writing designations. The recommendations are based on generalizations from a large number of performances in each designation category both in the test and when dealing with typical language learning tasks outside the test, and may include suggestions that do not apply to Jose. The teacher should evaluate the suggestions in relation to Jose's skill set and apply the ones that are appropriate.

Recommendations for Limited English Reading (LER)	Recommendations for Limited English Writing (LEW)
<ul style="list-style-type: none">• Consider evaluating the student's level of literacy development with the help of a literacy specialist and provide support if needed. Even if a student is literate in another language, he or she may need extra support with reading in English.• Practice reading texts aloud and check for understanding. Use a range of texts from short and simple to grade-appropriate or nearly grade-appropriate texts. As needed, review strategies for sounding out unfamiliar words and using word analysis and context to figure out what they might mean.• Include comprehension checks with all reading texts. Use a mix of whole-group, small-group, paired, and individual work with reading tasks.• Consult content area teacher(s) to find if there are texts that you could pre-read or reread with the student in ELD time to support academic language development. Focus on understanding key points, any complex grammar, and general academic words and phrases.• Include reading easy-to-understand passages for enjoyment.• Teach reading comprehension elements in connection with different kinds of texts during ELD time, including word definitions, the meanings of phrases, identifying topic or main idea, identifying logical sequence of events, determining cause and effect, as relevant in a text.• Model how a reader monitors his or her understanding during reading and encourage students to adopt this as a regular strategy when reading for learning.• Guide students to analyze questions and prompts that are related to reading. Help them notice question words and verbs that tell them to do something specific, such as list, identify, explain, or justify.	<ul style="list-style-type: none">• Teach students to check what the task is asking them to write. Writing tasks in these grades typically ask for a narrative, descriptive, or informative text, but sometimes also an opinion text.• Emphasize the importance of reviewing own writing for whether it addresses the topic and the prompt requirements.• Encourage students to check that the sentences they write are complete.• Show examples of correctly used writing conventions, have students identify different writing conventions in each other's writing, and review their own writing for appropriate writing conventions.• Discuss sample sentences, paragraphs, and texts for how details make the texts lively and interesting. Have students expand their own sentences and texts with the help of models and peer comments.• Increase students' knowledge of written vocabulary and syntax and accurate spelling.• Check with the student's teacher to see if you can provide language support for writing that is part of the student's content area work.



Reading and Writing Intervention

- Reading Recommendations:

- Skills
- Strategies
- Reading Comprehension
Elements: different genres,
word definitions, meanings of
phrases, identifying topic or
main idea, sequence of events,
cause and effect

- Writing Recommendations:

- Writing prompts/task
- Checking for writing
conventions
- Look at writings as models





Recommendations for Curricular Materials

- Reading Recommendations:

- Hands on English K-1
 - Fiction/ Informational Texts
 - Reading Comprehension/skills
- Carousel 2nd-5th
 - Content based reading with comprehension questions
- Champion 6th to 12th
 - Reading for rigor
 - comprehension/academic reading tasks

- Writing Recommendations:

- Frames for Fluency K-12
 - Theme Pictures
 - Speak to Write
 - Grammar Form and Function
- Carousel 2nd-5th
 - Academic Writing Tasks and Editing
- Champion 6th-12th
 - Academic Writing Tasks



Individual Student Diagnostic Reports

- Reading and Writing
 - Intervention
 - Recommendation for Curricular Materials
- Oral
 - Intervention
 - Recommendation for Curricular Materials

Student Information

Student ID: 001G2
 Name: Sari P
 Grade: 2
 Age: 7
 Date of Birth: 7/25/2013
 Gender: Female
 Ethnicity: Unknown/Declined
 Primary Language: *Other Language
 Program Participation:

School Information

Teacher: Lisa May
 Examiner: Sari Luoma
 School: Demo Elementary School
 District: Demo District

Test Information

Test Form: IPT I-Oral English Form G (2nd Ed.)
 - Remote Testing
 Test Date: 1/12/2021
 Test Period: Spring 2021

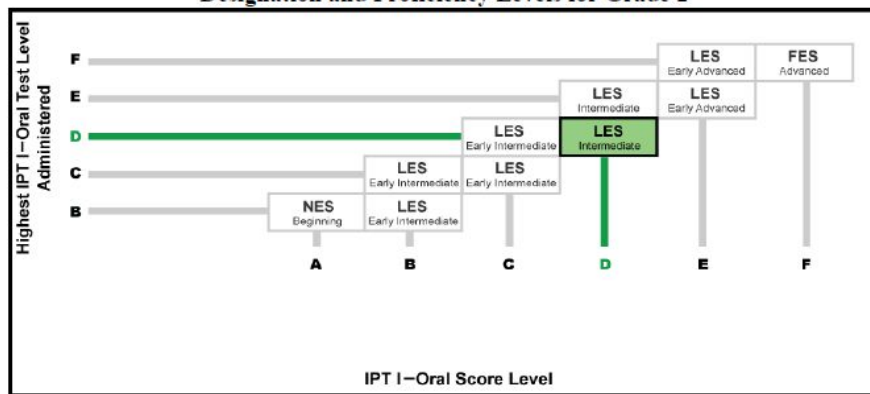
Test Scores

Oral Score Level: D
 Oral Proficiency Level: Intermediate
 Oral Designation: Limited English Speaking (LES)
 Raw Score: 32
 Scaled Score: 113
 Percentile: 31
 NCE: 40

Students at Level D can typically:

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

IPT I-Oral English Form G (2nd Ed.) - Remote Testing Designation and Proficiency Levels for Grade 2



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

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

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



Relative Weakness		
None	Mild	Severe
	Vocabulary	
		Grammar
Comprehension		
	Language Functions (including academic language)	
	Listening	
		Speaking
	BICS (social language)	

Explanation of the Dimensions in the Diagnostic Profile

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



Weaknesses

Level D

IPT Vocabulary Items	IPT Grammar Items	IPT Comprehension Items	IPT Language Functions Items
Mild weakness detected	Severe weakness detected	Mild weakness detected	Severe weakness detected
<ul style="list-style-type: none">- Household items- Basic weather words- Calendar: days of the week	Verbs <ul style="list-style-type: none">- Present progressive- Simple present- Future tense- Past tense- Conditional may/might/will- Recognize passive form Prepositions <ul style="list-style-type: none">- of location Question Formation <ul style="list-style-type: none">- Positive questions Sentence Grammar <ul style="list-style-type: none">- Negation	<ul style="list-style-type: none">- Understand comparatives	<ul style="list-style-type: none">- Repeating what is heard- Understanding details of a story: identifying characters; describing actions; identifying problem- Describing likes/dislikes- Understanding descriptions (comparative form)- Predicting events- Describing events (past)- Identifying likes- Summarizing plot- Giving supporting details- Explaining rationale- Predicting what will happen next



Vocabulary

VOCABULARY RECOMMENDATION

<i>Carousel of IDEAS</i> Vocabulary Topics	Intervention from <i>Carousel of IDEAS</i> (Unit 4)
Occupations	Set 1: 518-524
Clothing and Accessories	Set 1: 542-545
Ordinal numbers	Set 1: 566-572
Animals (zoo)	Set 1: 590-593
Food	Set 1: 614-617
Body parts	Set 1: 638-641
For additional vocabulary practice pages, refer to <i>Creative IDEAS</i> Book 4 and <i>Frames for Fluency</i> Set 1, Unit 4. For more vocabulary-building strategies, visit: www.ballard-tighe.com/vocabularystrategies	



Intervention

- General:

- Theme
- Chapter and Topics
- Vocabulary with Images
- Readings about the topics
 - Vocabulary in a context
- Four skills: reading, writing, listening, and speaking

- Our Materials:

- Frames for Fluency
 - Body parts- The Amazing Body, More About the Amazing Body, Busy Bodies
- Carousel
- Creative IDEAS
- Hands on English
- Champion

GRAMMAR RECOMMENDATION

<i>Carousel of IDEAS Grammar Topics</i>	<i>Intervention from Carousel of IDEAS (Unit 3)</i>
Nouns	
Countable and uncountable nouns (e.g., a taco/some jello)	Set 1: 480-482; <i>Creative IDEAS</i> Bk. 3, pp. 87-91
Irregular plurals (e.g., sheep/sheep)	Set 1: 421, 441; <i>Creative IDEAS</i> Bk. 4, pp. 84-86
Verb Forms	
Present tense/present progressive tense questions (e.g., Do you like soup?/Is Marco wearing blue pants?)	Set 1: 368-369, 395; <i>Creative IDEAS</i> Bk. 4, pp. 69-76
Adjectives	
Comparatives/superlatives (e.g., big/bigger/biggest)	Set 1: 472-473, 491
Sentence Grammar	

Contractions (e.g., don't)	Set 1: 448; <i>Creative IDEAS</i> Bk. 4, pp. 77-79
Exclamations (e.g., I love ice cream!)	Set 1: 444-445, 458
Question Formation	
Can/may questions (e.g., May I have the shirt?)	Set 1: 369, 395, 441, 444-445

For additional practice, refer to *Frames for Fluency* Set 1, Unit 3.

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

For additional practice, refer to *Frames for Fluency* Set 1, Unit 4.



Intervention

General:

- Grammar: Form and Function
- Noticing
- Images: countable and uncountable
- Changing one verb tense to another
- Direct Instruction and Practice
- All Skills

Our Materials:

- Go English
- Scope and Sequence for Frames for Fluency K-12
- Creative IDEAS
- All others as well



Comprehension

COMPREHENSION RECOMMENDATION

<i>Carousel of IDEAS</i> Comprehension Objectives	Intervention from <i>Carousel of IDEAS</i> (Unit 4)
Listen to/read a riddle and respond by answering factual comprehension questions	Set 1: 533, 615
Listen to and recite a chant and respond to simple questions	Set 1: 568
Listen to/read and recite a poem/rhyme/chant and respond to simple directions and questions	Set 1: 620
Read a fictional story/nonfiction article and answer factual comprehension and critical thinking questions	Set 1: 526, 532-533, 592, 596, 598-599, 620, 629-630
Read a chart/graph and answer questions	Set 1: 544, 571
Follow directions to conduct a science experiment	Set 1: 558



Intervention

- General:
 - Songs and Chants
 - Fiction and Nonfiction
 - Pre-Reading
 - Charts and Graphs
 - Comprehension questions as well as critical thinking questions
- Our Materials:
 - Songs and Chants
 - Creative IDEAS
 - Hands on English
 - Reading Skills
 - Hands on English
 - Carousel
 - Champion

LANGUAGE FUNCTIONS RECOMMENDATION

<i>Carousel of IDEAS</i> Language Functions	Intervention from <i>Carousel of IDEAS</i> (Unit 3)
Social functions	
Express likes and dislikes (with facial expressions)	Set 1: 444-446
Academic functions	
Express preferences	Set 1: 358-359, 424-425, 444-446, 456-457
Explain decisions with supporting evidence	Set 1: 358-359
Categorize objects/food	Set 1: 367, 444-446, 473
Conduct an experiment	Set 1: 456-457
Analyze and explain a graph	Set 1: 475-478
Work with texts (fiction and/or non-fiction)	
<ul style="list-style-type: none">- Make predictions- Listen to a story/riddle and respond orally by answering factual comprehension questions- Identify and describe characters and settings	Set 1: 351-353, 377-380, 426-428, 452-454, 475-478, 500-501
Identify the relationship between a story and personal experience	Set 1: 349, 430-431
Sequence events in a story	Set 1: 349, 475-478
Identify the central problem in a story and its solution	Set 1: 377-380
Summarize a story	Set 1: 475-478
Infer the content of a story	Set 1: 475-478
For additional practice, refer to <i>Frames for Fluency</i> Set 1, Unit 3.	
<i>Carousel of IDEAS</i> Language Functions	Intervention from <i>Carousel of IDEAS</i> (Unit 4)



Intervention

- General:
 - Objectives
 - Practice with speaking and listening
 - Use fiction and information texts
 - Do it in writing
- Our Materials:
 - Frames for Fluency
 - Carousel and Champion



Individual Diagnostic Report

Student Information

Student ID: 40024
Name: Briana K
Grade: 9
Age: 13
Date of Birth: 2/22/2004
Gender: Female
Ethnicity: Asian
Primary Language: Korean
Program Participation:

School Information

Teacher: Pamela Garcia
Examiner: Helena Hernandez
School: B. T. High School
District: Ballard & Tighe Demo District

Test Information

Test Form: IPT II-Oral English Form E (2nd Ed.)
Test Date: 8/20/2017
Test Period: Fall 2017

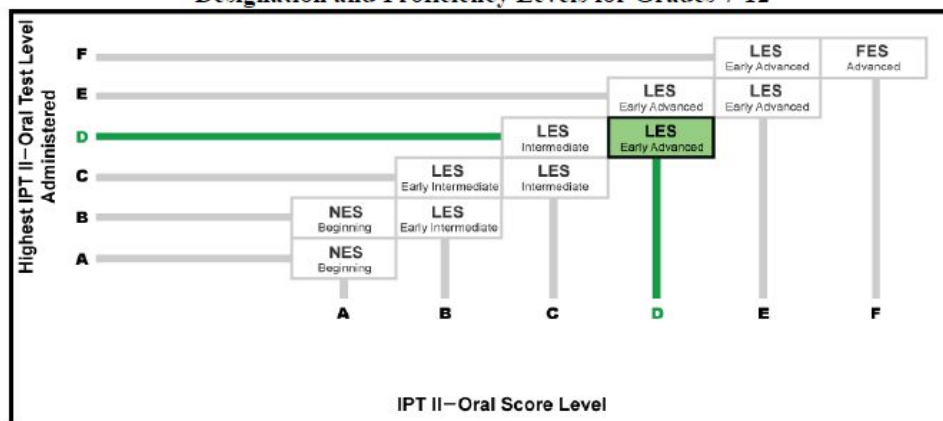
Test Scores

Oral Score Level: D
Oral Proficiency Level: Early Advanced
Oral Designation: Limited English Speaking (LES)
Raw Score: 41
Scaled Score: 196
Percentile: 65
NCE: 58

Students at Level D can typically:

- name the months of the year.
- understand and name opposites of key words.
- understand and name career fields.
- understand and explain the meaning of prefixes.
- narrate preferred activities.
- use reflexive pronouns correctly.
- use irregular past tense correctly.
- use conditional and conditional perfect tenses correctly.
- evaluate a situation in a story and choose appropriate action for a character.

IPT II-Oral English Form E (2nd Ed.)
Designation and Proficiency Levels for Grades 7-12



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

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

	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	LEVEL F
VOCABULARY	2. Classroom Items 3. Classroom Items 4. Shapes 5. Shapes 6. Animals: Pets 7. Animals: Pets 11. Clothing 12. Clothing	13. Calendar: Days of the Week 14. Household Items 15. Tools 16. Tools 18. Food	25. Numbers: Sequence <u>26. Parts of a House</u>	37. Calendar: Months of Year 44. Opposites 45. Opposites <u>46. Opposites</u> <u>48. Occupations</u>	51.NA	65.NA 69.NA
GRAMMAR	8. Verb: "to be" 9. Regular Plurals	19. Verbs: Present Progressive 20. Verbs: Simple Present 21. Verbs: Future <u>22. Negation</u> 23. Question Formation (Present) <u>24. Irregular Plurals</u>	28. Possessives 29. Superlatives 31. Negative Contractions (Present Tense)	<u>40. Verbs: Negative Conditional</u> 41. Reflexive Pronouns 42. Verbs: Irregular Past Tense 43. Verbs: Conditional	53.NA 56.NA 57.NA 58.NA 59.NA 60.NA 61.NA	70.NA 71.NA
COMPREHENSION	*1. Follow Directions *10. Spatial Concepts	*17. Superlatives	*27. Time Concepts 33. Story: Factual Recall 34. Story: Factual Recall <u>35. Story: Factual Recall</u> 36. Story: Factual Recall	<u>38. Prefixes</u> 39. Prefixes	54.NA 55.NA 63.NA 64.NA	74.NA 75.NA 76.NA 77.NA 78.NA
LANGUAGE FUNCTIONS			30. Describe Events (Past) 32. Descriptive Statements	47. Describe Actions; Give Reasons 49. Recommend What to Do <u>50. Recommend What to Do</u>	52.NA 62.NA	66.NA 67.NA 68.NA 72.NA 73.NA

Diagnostic Profile of Briana's Test Performance 8/20/2017

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



Level D

IPT Vocabulary Items	IPT Grammar Items	IPT Comprehension Items	IPT Language Functions Items
No weakness detected	Mild weakness detected	Mild weakness detected	Severe weakness detected
	Pronouns <ul style="list-style-type: none">- Reflexive Verb Forms <ul style="list-style-type: none">- Verb prefixes- Conditional- Negative conditional- Irregular past tense	<ul style="list-style-type: none">- Understand verbal prefixes	<ul style="list-style-type: none">- Describing events in the past- Describing the properties of things- Describing events based on a verbal description- Describing favorite actions and giving reasons- Explaining the meaning of prefixes- Naming opposites to given concepts- Recommending courses of action

GRAMMAR RECOMMENDATION

<i>Champion of IDEAS</i> Grammar Topics	Intervention from <i>Champion of IDEAS</i> (Unit 4) Red Level
Nouns	
Plurals	Red Level TG: 433, 468, 477, 499, 502, 529
Verb Forms	
Present tense	Red Level TG: 529-530, 538
Past tense verbs	Red Level TG: 529-530, 538
Present progressive tense verbs	Red Level TG: 515, 529-530, 538
Future tense verbs	Red Level TG: 502, 529, 531, 538
Adjectives	
Comparatives	Red Level TG: 435, 500, 508, 527
Superlatives	Red Level TG: 435
Adverbs	
Adverbs (frequency: always, never, often, sometimes)	Red Level TG: 532, 540
Adverbs (how or when, e.g., again, almost, bravely, heroically, honestly)	Red Level TG: 445, 479, 499, 503, 510
Conjunctions	
Conjunctions (however, because)	Red Level TG: 435, 471, 479, 504, 508
Sentence Grammar	
Contractions	Red Level TG: 404, 435
Phrases (e.g., for example, such as)	Red Level TG: 436, 479, 485, 504
Statements and questions and answers with there is/there are	Red Level TG: 470, 478, 486



Comprehension

COMPREHENSION RECOMMENDATION

<i>Champion of IDEAS</i> Comprehension Objectives	Intervention from <i>Champion of IDEAS</i> (Unit 4) Red Level
<ul style="list-style-type: none">- Pre-reading activity to anticipate content, purpose, and organization of a reading selection; point out text features; listen for key words, phrases, and simple sentences, and produce simple vocabulary in an academic setting.- Read the text; students ask questions to clarify meaning/ listen and gain information for a specific purpose.- Check student comprehension/identify the main idea, details, and writer's purpose.	Red Level TG: 434-435, 444-445, 451-452, 457, 468-469, 477-478, 485, 491, 502-503, 509-510, 515-516, 520, 531, 537-538, 545, 550
Identify thoughts and actions of characters.	Red Level TG: 545



LANGUAGE FUNCTIONS RECOMMENDATION

<i>Champion of IDEAS</i> Language Functions	Intervention from <i>Champion of IDEAS</i> (Unit 3) Red Level
UNIT 3 Chapter 9	
Compare and contrast people, places, and things following a model.	Red Level TG: 303
Express personal preferences; use a graphic organizer to compare/contrast information.	Red Level TG: 304
Sequence steps in starting a business (e.g., opening a diner) and prepare a short oral presentation.	Red Level TG: 304-305
Identify a sequence of events and role play examples of etiquette and manners.	Red Level TG: 308
Understand idiomatic expressions.	Red Level TG: 308-309
Differentiate opinions from facts related to information read orally.	Red Level TG: 311
Identify specific facts from consumer documents.	Red Level TG: 319
Label a diagram and provide details and make generalizations	Red Level TG: 319



Intervention

- General:

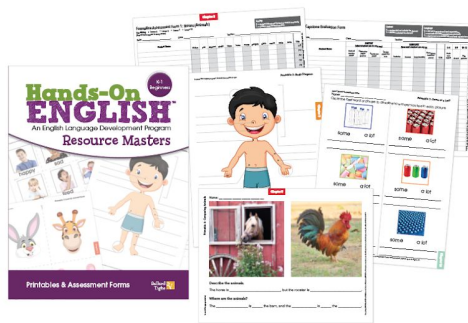
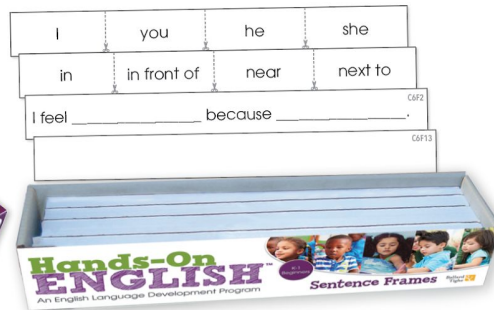
- Chapters/ Topics
- Objectives
- Scope and Sequence
- Vocabulary
- Grammar Form and Function
- Activities: All Skills
- Lesson Plan

- Our Materials:

- Thematic
- Objectives
- Scope and Sequence
- Image based
- Grammar Form and Function
 - Sentence Frames
- Reading: Informational/ Fiction
- All four skills
- Scripted lesson plans



Hands-On English (K-1)





EnglishMats (K-5)



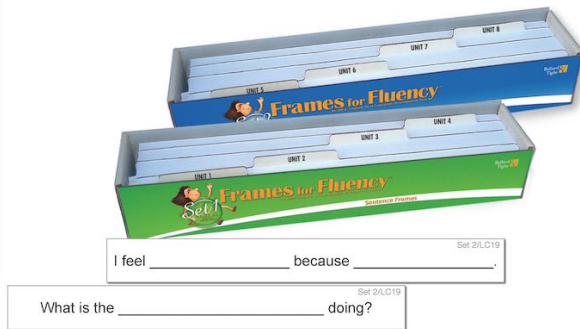
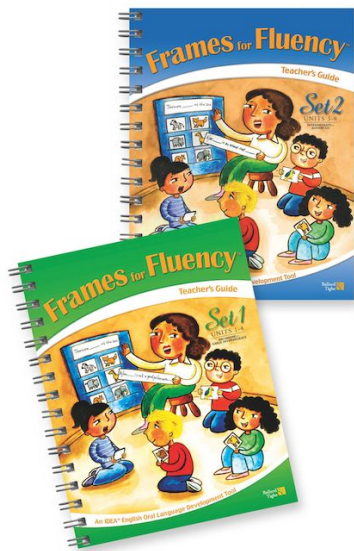


Carousel of IDEAS (K-5)





Frames for Fluency (K-12)



(pocket chart & stand not included)



Champion of IDEAS (6-12)



Students

monitor learning. practice online. interact with content.

- Self-checks to monitor learning
- Interactive content and practice
- Annotated tools to support reading comprehension
- Scaffolds to support learning



English & Spanish Language Proficiency Tests

Pre-K to 12 English and Spanish Proficiency Tests

Ideal for:

- Pre-K & Headstart programs
- Dual language programs
- Identification, placement & program decisions
- Annual & progress monitoring
- Redesignation

Diagnostic Profile of a Student's Test Performance

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

IPT Oral English Diagnostic Report:

- Provides a language skills profile.
- Evaluates student's strengths and weaknesses in relation to the overall proficiency level.
- For example, this profile indicates that the student has good control of vocabulary, comprehension, speaking, and basic interpersonal communication skills (BICS) or social language, for which he/she is on the way to reaching the next proficiency level. However, his/her control of grammar, language functions, and listening shows some weaknesses.



Consultation



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