

Ballard
Tighe & IPT®

ADMINISTRATION MANUAL

ONLINE ADMINISTRATION MANUAL

IPT® 3 READING & WRITING

Grades 7-12

English

Forms 3C & 3D

Third Edition



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1.0 ADMINISTRATION OF THE ONLINEIPT ENGLISH READING AND WRITING TESTS

The OnlineIPT Reading and Writing tests can be administered to groups or to individual students, as needed. The test is programmed to support self-paced administration. All the task instructions are included in written and audio format. Students can just read the instructions or they can choose to play the audio for the instructions if they wish. Their tablet or laptop should be equipped with headphones to allow for this. A proctor needs to be available during self-paced administration in case students need help or in case something goes wrong.

Self-paced administration is equivalent to examiner-led administration because the IPT Reading and Writing Tests are power tests rather than speed tests. The test is not timed, so all students are allowed to take the time they need to complete the tasks. Self-paced administration can be used with any size of test-taker group, from individual students to large classes.

Examiner-led administration is always needed for part of the Writing test if students write their responses by hand in printed booklets when taking IPT Writing parts 2 and 3. If preferred by the school or district, the multiple-choice parts of the tests can also be administered in an examiner-led format instead of having students use the pre-recorded directions and self-paced administration. This manual contains the examiner scripts to support such examiner-led test administration. Examiner-led administration of the multiple-choice parts of the test will typically take a longer time than individually-paced administration because all students wait at the end of each test part to move to the next part as a group.

1.1 Plan Your Test Administration

The IPT Reading and Writing tests are designed to be administered flexibly. In order to make the process smooth, it is important to make a test administration plan. Examiners will then know exactly what to do, what to print out, and which scripts to use, if any. Ideally, the decision about which administration method(s) a school will use should be made at the school or district level.

1. Will test administration be self-paced, examiner-led, or a mixture?
 - a. If self-paced at least in part, ensure that the students' laptops or tablets are equipped with headphones.
 - b. If examiner-led, wholly or in part, use the examiner scripts in sections 3.0 – 6.0 of this manual according to your needs.

2. Are the students taking only Reading, only Writing, or both Reading and Writing?
 - a. If only Reading or only Writing, the students will get the relevant test as they enter their Unique Access Codes into the student portal.
3. If you are administering both Reading and Writing, you will need to give students a break during testing. The two best places for the break are either between Reading and Writing, or between the multiple choice parts (which includes Part 1 of Writing) and productive writing. You may need to instruct students to click “Stop Test” at the break-point you choose. Mark the relevant choice in your test administration script.
 - a. If students are writing in printed booklets, the best place for the break is between the online and paper-based portions, and the online administration will end automatically at the end of Writing Part 1.
 - b. If students are writing online, either break point is fine. Consult your school for the recommended choice and mark your script accordingly.
4. For the Writing test, are students going to write by hand in printed test booklets, or are they going to type their writing responses online?
 - a. If writing by hand, print out the students’ test booklets from the IPT Customer Portal and use the test administration script in section 6.0 to guide the administration of the productive writing tasks.
 - b. If typing responses online, and IF you choose examiner-led administration, section 5.0 contains the test administration script. Otherwise, test administration is guided by the OnlineIPT system, and brief guidelines for examiners are provided in section 1.3 below.

1.2 If Choosing Self-Paced Administration for Multiple Choice and Printed-Out Booklets for Writing Parts 2 and 3

This is a popular choice for administering the OnlineIPT Reading and Writing tests. Before the testing begins, you will need to print out Unique Access Codes as well as the writing test booklets for the students.

At the start of the multiple choice test session, distribute the Unique Access Codes to the students.

Students should be sitting at their own computers. The computers should be at www.myonlineipt.com. When the test is about to begin, say in whatever language(s) students feel comfortable: **Good morning/afternoon.** (If needed, add: **I am _____.**) **This is a test to find out how well you read and write in English. Take the time you need. Do the best you can.**

Please enter your unique access code. Your name, date of birth, gender, grade, and school should appear on the next screen. Pause to allow students time to enter their codes. **Check**

that this information is correct. If the information is correct, click on “correct” to continue. Make sure all students are on the correct screen.

You can work through the test at your own pace. At the end of the test, a window will pop up that reads: “The test is over. Thank you for your work on this test.” When you get there, raise your hand to let me know you have finished.

Click “Go On” to begin working on the test now.

Give the students a break between the multiple choice and the productive writing parts of the test. When you are ready to administer the productive writing tasks, use the test administration script in section 6.0 of this manual.

1.3 If Choosing Self-Paced Administration for the Entire Test

At the start of the first test session, each student should be sitting at his or her own computer. The computers should be at www.myonlineipt.com. When the test is about to begin, say in whatever language(s) students feel comfortable: **Good morning/afternoon.** (If needed, add: **I am _____.**) **This is a test to find out how well you read and write in English. Take the time you need. Do the best you can.**

Please enter your unique access code. Your name, date of birth, gender, grade, and school should appear on the next screen. Pause to allow students time to enter their codes. **Check that this information is correct. If the information is correct, click on “correct” to continue.** Make sure all students are on the correct screen.

If administering both Reading and Writing, choose one of the two scripts below depending on when the students are taking a break. Then for the second session, ask students to sign in again and raise their hand when they are finished.

Option 1: Break between Reading and Writing

You can work through the test at your own pace. We will take a break at the end of the Reading test. When you come to the instructions page for Writing Part 1, click on the red Stop Test button in the top right-hand corner of your screen. Raise your hand when you get there to let me know that you are done.

When students are done with the first part of the test, make sure they are on the instructions page for Writing Part 1 and ask them to click on the red “Stop” button. Then give them a break.

Option 2: Break between the multiple choice part (which includes Writing Part 1) and productive writing

You can work through the test at your own pace. We will take a break before you start to write stories. When you come to a page that says “Next, you will write some stories.” click on the red Stop Test button in the top right-hand corner of your screen. Raise your hand when you get there to let me know that you are done.

When students are done with the multiple-choice part of the test, make sure they are on the screen that says “In the next section, you will write some stories” and ask them to click on the red “Stop” button. Then give them a break.

2.0 EXAMINER-LED ADMINISTRATION GUIDELINES

This section provides general guidelines and procedures for examiner-led administration of the IPT 3–English Reading and/or Writing Tests.

2.1 Materials Needed

To lead test administration, the examiner will need this IPT 3–English Reading & Writing Online administration Manual and, if administering the Writing Parts 2 and 3 in a printed-out format, also a spare copy of the relevant Writing test form. The script for examiner-led administration is printed in Sections 3.0, 4.0, 5.0, and 6.0 of this manual. The script should be followed exactly for all parts that are examiner-led.

Each student will need a tablet or a computer, which should be equipped with headphones if using self-paced administration for any part of the test.

2.2 Test Duration and Scheduling

The Reading and Writing Tests are untimed. As a general guideline, the examiner should allow students as much time as they need to complete each part of the tests when using the script. However, if a few students are taking an excessive amount of time and it does not appear that extra time will be of help, the examiner should move on to the next part of the test.

If students are taking both the Reading Test and the Writing Test, it will take approximately 45–85 minutes to administer. Because of the expected test length, the two tests should not be given in one sitting. A break is recommended between the Reading and Writing tests, or between the multiple choice parts and the last two parts of the Writing test. The test may also be stopped at the end of any part and resumed later.

Approximate testing times for the Reading Test subtests are:

Part 1: Vocabulary	5-10 minutes
Part 2: Vocabulary in Context	5-10 minutes
Part 3: Reading for Understanding	15-30 minutes
Part 4: Reading for Life Skills	8-15 minutes
Part 5: Language Usage	4-9 minutes

Approximate testing times for the Writing Test subtests are:

Part 1: Conventions	5-10 minutes
Part 2: Write a Story	5-15 minutes
Part 3: Write Your Own Story	10-30 minutes

The IPT–Reading & Writing Tests are designed to be used in conjunction with the IPT–Oral Language Test in order to generate an overall measure of language proficiency.

2.3 Testing Procedures for Examiner-Led Administration

For each part of the test, students may require assistance in understanding the samples and test directions. Read all samples and directions in English. Look for any signs that students may be confused and listen carefully to their responses each time you ask, “Are there any questions?” If students appear not to understand, you may repeat or rephrase directions and samples. However, once the actual test begins, do not provide help of any kind to students in answering test items, other than clarifying the instructions about how to respond. Students answer the test items in the Reading Test and Part 1 of the Writing Test by clicking on the circle that goes with the answer they choose. They answer the Writing Part 2 and 3 by writing responses in a printed test booklet or by typing online.

To ensure that each student follows the necessary procedures in taking the test, the examiner or testing proctor should make sure that the student is:

- working on the correct test part at all times
- reading all necessary text before responding
- clicking “go on” or “back” correctly

When students are working on the operational test questions, do not give answers to the students either directly or indirectly through gestures or facial expressions. **The students are taking a standardized test and any help with the test itself will invalidate the results.** If a student asks for an answer, tell the student to choose the answer he or she thinks is best and then go on. In the Writing Test, do not give help if a student asks what to write about or how to spell words. Eliminate all possibilities for students to copy each other’s work or to talk with each other.

Be sensitive to the testing situation. If any student appears to be overly distressed, sick, or showing any serious problem, use the Stop Test button in the top right hand corner of the student’s screen and excuse the student from continuing with the test at that time. Record the circumstances so that a decision can be made whether or not to resume testing the student at a later date.

3.0 IPT 3–ENGLISH READING TEST ADMINISTRATION SCRIPT

The following script is to be used in examiner-led administration of the IPT 3–English Reading Test, Forms C&D. Before giving the test in an actual testing situation, it is recommended that you read through the entire test administration script at least once.

Note that if you are administering both the Reading and the Writing tests, you will need to choose when students take a break: at the end of Reading or at the end of Writing Part 1. Mark the appropriate part of the script so you know when to instruct students to click on Stop Test.

To ensure the accuracy of test results, follow all these instructions exactly. The actual words that you say to students are printed in the script in boldface. When the test administration begins, say exactly what is printed in boldface. You will need a printout of each student’s Unique Access Code so that you can give them to the students.

This test is untimed. In general, allow students as much time as they need to complete each part of the test. However, you may ask the students to go on if almost all of the students are finished and you feel that extra time will not help the few students who have not finished. Do not encourage students to guess. Say only what is written in the directions for test administration.

Each student should be sitting at his or her own computer. The computers should be at www.myonlineipt.com. When the test is about to begin, give each student their Unique Access Code and say in whatever language(s) students feel comfortable: **Good morning/afternoon.** (If needed, add **I am _____.**) **This is a test to find out how well you read in English. Take the time you need. Do the best you can.**

Please enter your unique access code. Your name, date of birth, gender, grade, and school should appear on the next screen. Pause to allow students time to enter their codes. **Check that this information is correct. If the information is correct, click on “correct” to continue.** Make sure all students are on the correct screen.

PART 1: VOCABULARY

Part 1 instructions. Choose the answer that best describes the picture by clicking on the bubble. To change your answer, click on another bubble. Click "Go On" to move to the next page. Click "Back" to move to the previous page.

Click "Go On," to see a sample. (Pause)

Look at the picture. Choose the answer that best describes the picture. This sample has been done for you.

The word "speech" is the correct answer. The woman is giving a speech. The answer is not a "flight," "flood," or "scratch."

Are there any questions? (Pause)

Click "Go On" to see the next sample. Look at the picture. Choose the answer that best describes the picture. This sample has been done for you.

The word "exciting" is the correct answer. Leading the cheers at a game is exciting. This activity is not "relaxed," "boring," or "lonely."

Are there any questions? (Pause)

We are ready to start this part soon. When you get to number 10 and the arrow at the bottom of the screen says Part 2, stop and wait. We will all go on to the next part together. Remember to choose the best word to go with each picture.

Click Go On to begin with number 1 now.

(When all or almost all students are finished and waiting, say:)

Is everyone at Question 10 now? (Pause)

Click on Part 2.

PART 2: VOCABULARY IN CONTEXT

Part 2 instructions. Choose the answer that best completes the sentence by clicking on the bubble. To change your answer, click on another bubble. Click “Go On” to move to the next page. Click “Back” to move to the previous page.

Click “Go On,” to see a sample.

Read the sentence. Choose the answer that best completes the sentence. This sample has been done for you. The word “healthy” was chosen because the sentence should say, “The soccer player eats well to stay healthy.” You would not say, “The soccer player eats well to stay angry,” “The soccer player eats well to stay sorry,” or “The soccer player eats well to stay unhappy.”

Are there any questions? (Pause)

Click “Go On” to see the next sample. Read the sentence. Choose the answer that best completes the sentence. This sample has been done for you. The word “hurried” is the correct answer. The sentence should say, “She hurried to the hospital with her sick daughter.” You would not say, “She hoped to the hospital with her sick daughter,” “She studied to the hospital with her sick daughter,” or “She waited to the hospital with her sick daughter.”

Are there any questions? (Pause)

We are ready to start this part soon. When you get to number 10 and the arrow at the bottom of the screen says Part 3, stop and wait. We will all go on to the next part together. Remember to choose the best answer to complete the sentence. Begin with number 1 now.

Click Go On to begin with number 1 now.

(When all or almost all students are finished and waiting, say:)

Is everyone at Question 10 now? (Pause)

Click on Part 3.

PART 3: READING FOR UNDERSTANDING

Part 3 instructions. Read the story or poem and then read the sentence below it. Choose the answer that best completes the sentence about the story or poem by clicking on the bubble. To change your answer, click on another bubble. Click “Go On” to move to the next page. Click “Back” to move to the previous page.

Click “Go On,” to see a sample.

Read the story and then read the sentence below it. Choose the answer that best completes the sentence about the story. This sample has been done for you.

(Read the following story aloud to students.)

Chemistry

Everything in the world is made of chemicals. When you study chemistry, you are learning about chemicals and how they are combined to form the things around you.

Now look at the sentence below the story. Read the sentence. Then choose the word that best completes this sentence about the story. The words “how things are formed” are the correct answer. You would probably choose to study chemistry if you were interested in how things are formed. You would not study chemistry for the other reasons listed. The other answers would not be correct.

Are there any questions? (Pause)

We are ready to start this part soon. When you get to number 15 and the arrow at the bottom of the screen says Part 4, stop and wait. We will all go on to the next part together. Remember to choose the best answer to each question about the texts.

Click Go On to begin with number 1 now.

(When all or almost all students are finished and waiting, say:)

Is everyone at Question 15 now? (Pause)

Click on Part 4.

PART 4: READING FOR LIFE SKILLS—FORM 3C

Part 4 instructions. Look at the picture and words, and answer questions about it. Choose the answer that best completes each sentence about the picture by clicking on the bubble. To change your answer, click on another bubble. Click “Go On” to move to the next page. Click “Back” to move to the previous page.

Click “Go On,” to see a sample.

Look at the magazine article and then read the sentence below it. Choose the answer that best completes the sentence about the magazine article. This sample has been done for you. “Teenagers should eat well and keep active” is the correct answer. The other answers are not found in the magazine article.

Are there any questions? (Pause)

Remember to complete each sentence by choosing the one best answer and clicking on the bubble next to it. When you get to number 10 and the arrow at the bottom of the screen says Part 5, stop and wait. We will all go on to the next part together. Remember to choose the best answer to complete the sentence. Click “Go On” to begin with number 1 now.

(When all or almost all students are finished and waiting, say:)

Is everyone at Question 10 now? (Pause)

Click on Part 5.

PART 4: READING FOR LIFE SKILLS—FORM 3D

Part 4 instructions. Look at the picture and words, and answer questions about it. Choose the answer that best completes each sentence about the picture by clicking on the bubble. To change your answer, click on another bubble. Click “Go On” to move to the next page. Click “Back” to move to the previous page.

Click “Go On,” to see a sample.

Look at the magazine article and then read the sentence below it. Choose the answer that best completes the sentence about the magazine article. This sample has been done for you. “Teenagers should eat well and keep active” is the correct answer. The other answers are not found in the magazine article.

Are there any questions? (Pause)

Remember to complete each sentence by choosing the one best answer and clicking on the bubble next to it. When you get to number 10 and the arrow at the bottom of the screen says Part 5, stop and wait. We will all go on to the next part together. Remember to choose the best answer to complete the sentence. Click “Go On” to begin with number 1 now.

(When all or almost all students are finished and waiting, say:)

Is everyone at Question 10 now? (Pause)

Click on Part 5.

PART 5: LANGUAGE USAGE

The instructions for this part of the test depend on what the students will do after this test part. Choose your script based on what your students will do.

1. Your students are only taking the Reading test, so their test ends after this test part.
2. Your students are taking reading and writing, and they are taking a break after this test part.
3. Your students are taking reading and writing, and they are taking Writing Part 1 after this part and a break after that.

Option 1. Your students are only taking the Reading test, so their test ends after this test part.

Part 5 instructions. Read the sentence. Choose the answer that best completes the sentence by clicking on the bubble. To change your answer, click on another bubble. Click “Go On” to move to the next page. Click “Back” to move to the previous page.

Click “Go On,” to see a sample.

Read the sentence and choose the answer that best completes the sentence. This sample has been done for you. The word “or” is the correct answer. The sentence should say, “You can either go to the movies or stay home and watch TV tonight.” The other answers are not correct.

Are there any questions? (Pause)

Remember to read each sentence and choose the best word or words to complete the sentence. After you finish number 10 and click “Go On,” a window will pop up that reads: the test is over. Thank you for your work on this test. Click “Go On” to begin with number 1 now.

After students are on the final screen, say: **the test is over. Thank you for your work on this test.**

Option 2. Your students are taking reading and writing, and they are taking a break after this test part.

Part 5 instructions. Read the sentence. Choose the answer that best completes the sentence by clicking on the bubble. To change your answer, click on another bubble. Click “Go On” to move to the next page. Click “Back” to move to the previous page.

Click “Go On,” to see a sample.

Read the sentence and choose the answer that best completes the sentence. This sample has been done for you. The word “or” is the correct answer. The sentence should say, “You can either go to the movies or stay home and watch TV tonight.” The other answers are not correct.

Are there any questions? (Pause)

Remember to read each sentence and choose the best word or words to complete the sentence. After you finish number 10 and click “Go On,” a window will pop up that reads: the test is over. Thank you for your work on this test. Click “Go On” to begin with number 1 now.

(When all or almost all students are finished and waiting, say:)

Is everyone at Question 10 now? (Pause)

Click on “Go to Writing.” (Pause briefly.) Then, on the next screen, click on the red Stop Test button in the top right-hand corner.

(Check that all students have clicked on Stop Test and give them a break.)

Option 3. Your students are taking reading and writing, and they are taking Writing Part 1 after this part and a break after that.

Part 5 instructions. Read the sentence. Choose the answer that best completes the sentence by clicking on the bubble. To change your answer, click on another bubble. Click “Go On” to move to the next page. Click “Back” to move to the previous page.

Click “Go On,” to see a sample.

Read the sentence and choose the answer that best completes the sentence. This sample has been done for you. The word “or” is the correct answer. The sentence should say, “You can either go to the movies or stay home and watch TV tonight.” The other answers are not correct.

Are there any questions? (Pause)

Remember to read each sentence and choose the best word or words to complete the sentence. After you finish number 10 and click “Go On,” a window will pop up that reads: the test is over. Thank you for your work on this test. Click “Go On” to begin with number 1 now.

(When all or almost all students are finished and waiting, say:)

Is everyone at Question 10 now? (Pause)

Click on Go to Writing.

4.0 IPT 3–ENGLISH WRITING PART 1 TEST

ADMINISTRATION SCRIPT

WRITING—PART 1: CONVENTIONS

Writing Part 1 instructions. Read the sentence. Choose the answer that best completes the sentence by clicking on the bubble. To change your answer, click on another bubble. Click “Go On” to move to the next page. Click “Back” to move to the previous page.

Click “Go On” to see the first sample.

Read the sentence and choose the answer that best completes the sentence. This sample has been done for you. The correct answer is the date where the month “October” begins with a capital letter and the “25” has a comma after it. The other ways of writing a date are not correct.

Are there any questions? (Pause)

Click “Go On” to see the next sample.

Now look at Sample B. Read the sentence and choose the answer that best completes the sentence. This sample has been done for you. The correct answer is the abbreviation of the word “Street” that starts with a capital letter and ends with a period. The other answers are not correct.

Are there any questions? (Pause)

Remember to read each sentence and choose the best answer by clicking on the bubble next to it.

If students are writing Parts 2 and 3 in printed booklets, say:

After you finish number 10 and click “Go On,” a window will pop up that reads: the test is over. Thank you for your work on this test. When you get there, please wait. Click “Go On” to begin with number 1 now.

After students are on the final screen, say: This part of the test is over. Thank you for your work on this test.

If students are taking the productive writing parts online during this session, say:

After you finish number 10 and click “Go On,” you will see a screen that says “In the next section, you will write some stories.” Wait for everyone when you get there. We will then go on together. Click “Go On” to begin with number 1 now.

5.0 IPT 3–ENGLISH WRITING PARTS 2 AND 3 TEST ADMINISTRATION SCRIPT IF STUDENTS ARE WRITING ONLINE

Are you looking at a screen that says “In the next section, you will write some stories.”?

Click on the button that says “Typed Writing.”

WRITING—PART 2: WRITE A STORY

You are going to write two stories about pictures. Let's look at an example. Look at the three pictures. Think about the story that they tell. Write your story in the box below the pictures. Remember to look at the pictures in order and write about each picture.

The sample has been done for you. I will read the story in the sample.

"The girls are jumping hurdles in the track meet. One girl knocks down a hurdle. As a result, she gets behind and finishes last."

This is one way to write the story. There are many correct ways to write a story. You can choose what you want to write.

Click “Go On” to write your first story. When you are done, click “Go On” to write your second story. Then wait. We will go to Part 3 together.

(When all or almost all students are finished writing their second story for Part 2, say:)

Is everyone finished with writing Story 2? (Pause)

Click “Go On.”

WRITING—PART 3: WRITE YOUR OWN STORY—FORM 3C

You will write a response to a situation you choose. Choose situation A or situation B. Write in paragraphs, using capital letters and punctuation correctly. Remember to use details to support your position and to make your text persuasive. Take your time. Write as much as you can to make your response complete.

I will read the situations to you.

Situation A.

You have been nominated for the office of student body president. You would like to make changes in your school to improve it, such as helping new students to adjust. Write a speech saying what you will do if elected. Tell why students should vote for you.

Situation B.

You have decided to write an article for the school newspaper about the foods available at school. You would like to see more choices, and you believe that the foods should be healthful. Tell which foods you would like to have at school and explain why.

Now, click on the situation you want to write about. Then click Go On to start writing. When you are all done, click Go On to finish.

[Final page, text and audio]

After all the students are on the final screen, say: **This is the end of the IPT Writing Test. Thank you for your work!**

WRITING—PART 3: WRITE YOUR OWN STORY—FORM 3D

You will write a response to a situation you choose. Choose situation A or situation B. Write in paragraphs, using capital letters and punctuation correctly. Remember to use details to support your position and to make your text persuasive. Take your time. Write as much as you can to make your response complete.

I will read the situations to you.

Situation A.

Choose a place your class might like to visit at the end of the school year. Write what you would say to your principal to convince him or her that your class should go on this trip. Describe the place you choose and explain how the class will pay for transportation and other expenses.

Situation B.

You have been offered a part-time job. You feel that this will be an exciting opportunity, but your parents are worried because they fear your grades may drop. Write what you would say to your parents to convince them that this job is important to you and that you can manage your responsibilities.

Now, click on the situation you want to write about. Then click Go On to start to write. When you are all done, click Go On to finish.

[Final page, text and audio]

After all the students are on the final screen, say: **This is the end of the IPT Writing Test. Thank you for your work!**

6.0 IPT 3–ENGLISH WRITING PARTS 2 AND 3 IF STUDENTS ARE WRITING IN PRINTED BOOKLETS

These test directions guide the administration of Parts 2 and 3 of the IPT 3C or 2D–English Writing Test in printed-out test booklets. Before giving the test in an actual testing situation, it is recommended that you read the entire test administration script below as well as all the test items in your own printout of the test booklet. Parts 2 and 3 will take approximately 15-45 minutes to administer, depending on how long students spend writing.

6.1 Materials Needed

Each student will need the following items:

- A print-out of Parts 2 and 3 of the IPT 3–English Writing Test, Form C or D
- A pencil and an eraser

The downloadable print-outs of the Parts 2 and 3 Writing Test are coded with each student’s name, ID, date of birth, and unique access code (UAC). Be sure that the correct student receives the correct print-out. Double check that the Writing Test printouts match the form of the test being used (C or D).

6.2 Writing Test Administration Script

To ensure the accuracy of the test results, follow all of these instructions exactly. Have a print-out of Parts 2 and 3 available for yourself to use as a reference when administering the test. When the test directions ask you to direct students’ attention to a particular place in the test, do this by pointing to the place in your own test.

The actual words that you say to the students are printed in boldface. When administering the test, say exactly what is printed in boldface.

This test is untimed. In general, allow students as much time as they need to complete each part of the test. However, you may stop the testing if almost all of the students are finished and you feel that extra time will not help the few students who have not finished.

Do not give extra help in addition to the printed test directions. If the students ask what to write about or how to spell the words, do not respond. Provide encouragement, but do not give help.

When the test is about to begin, introduce yourself if needed (**Good morning/afternoon. I am ____.**) and say in whatever language(s) students feel comfortable:

This is a test to find out how well you write in English. Take the time you need. Do the best you can.

Provide all directions to students in English only.

PART 2: WRITE A STORY

Look at “Sample A” on this page, page 2. (Point out the item to students and make sure they are in the right place.)

Look at the three pictures in order. They tell a story. Think about the story they tell. (Pause)

I will read the story below the pictures. (Read story aloud to students.)

"The girls are jumping hurdles in the track meet. One girl knocks down a hurdle. As a result, she gets behind and finishes last."

This is one way to write the story. There are many correct ways to write a story.

Are there any questions? (Pause)

Now go to the next page, page 3.

The pictures on this page tell two different stories. Look at the three pictures in Story 1. (Point) **look at Picture 1, Picture 2, and Picture 3.** (Point to each) **Write a story about these three pictures on these lines.** (Point)

Now look at the three pictures in Story 2. (Point) **Write another story about these pictures on these lines.** (Point)

Remember to look at the pictures in order and write about each picture. Be sure your stories have a beginning, middle, and end. Write your stories only in English. Stop when you come to the stop sign. (Point)

Are there any questions? (Pause) **Begin now.**

(When all or almost all of the students are finished, say:)

Now turn to the next page, page 4.

PART 3: WRITE YOUR OWN STORY—FORM 3C

In this part of the test, you will write a response to a situation you choose. Complete only one of the two situations, the one marked “A” on page 4 (Point) or the one marked “B” on page 5 (Point).

The directions tell you to “Respond to situation A or situation B. Remember to use details to support your position and to make it persuasive. Write as much as you can to make your response complete.”

Now listen carefully so you can choose the situation you want to finish. Do not write until I tell you to begin.

This is situation “A.” (Read story starter aloud to students.)

You have been nominated for the office of student body president. You would like to make changes in your school to improve it, such as helping new students to adjust. Write a speech saying what you will do if elected. Tell why students should vote for you.

This is situation “B.” (Read story starter aloud to students.)

You have decided to write an article for the school newspaper about the foods available at school. You would like to see more choices, and you believe that the foods should be healthful. Tell which foods you would like to have at school and explain why.

Choose only one situation, “A” or “B,” to finish. Write only in English.

Use your best writing and spelling. Remember to write in paragraphs, using capital letters and punctuation correctly. If you want to go back over your writing and make some changes after you finish, that is fine. Take the time you need. It is important that you write as much as you can to make your response complete.

Are there any questions? (Pause) begin now.

(After students have completed their story, say:)

The Writing Test is finished. Thank you for your work.

PART 3: WRITE YOUR OWN STORY—FORM 3D

In this part of the test, you will write a response to a situation you choose. Complete only one of the two situations, the one marked “A” on page 4 (Point) or the one marked “B” on page 5 (Point).

The directions tell you to “Respond to situation A or situation B. Remember to use details to support your position and to make it persuasive. Write as much as you can to make your response complete.”

Now listen carefully so you can choose the situation you want to finish. Do not write until I tell you to begin.

This is situation “A.” (Read story starter aloud to students.)

Choose a place your class might like to visit at the end of the school year. Write what you would say to your principal to convince him or her that your class should go on this trip. Describe the place you choose and explain how the class will pay for transportation and other expenses.

This is situation “B.” (Read story starter aloud to students.)

You have been offered a part-time job. You feel that this will be an exciting opportunity, but your parents are worried because they fear your grades may drop. Write what you would say to your parents to convince them that this job is important to you and that you can manage your responsibilities.

Choose only one situation, “A” or “B,” to finish. Write only in English.

Use your best writing and spelling. Remember to write in paragraphs, using capital letters and punctuation correctly. If you want to go back over your writing and make some changes after you finish, that is fine. Take the time you need. It is important that you write as much as you can to make your response complete.

Are there any questions? (Pause) begin now.

(After students have completed their story, say:)

The Writing Test is finished. Thank you for your work.

7.0 INTERPRETING THE IPT 3 READING & WRITING SCORES

The OnlineIPT Reading & Writing score reports include raw scores, scaled scores, percentiles, and normal curve equivalents (NCEs), as well as writing designations and proficiency levels.

The Types of Scores Explained

A **raw score** is simply a tally of a participant's correct answers on the test. Raw scores are mapped onto scaled scores, which are on a common scale for the IPT Reading and Writing Tests (however, the Reading scales are different from the Writing scales). A common scale is useful for making comparisons across different forms and levels.

Once a raw score has been converted to a **scaled score**, it may be compared to scaled scores from a different form (for example, a scaled score from Form 3C may be compared to a scaled score on Form 3D). Additionally, a scaled score may be compared to scaled scores from other levels, such that changes in performance can be studied across time. The scaled scores are on a continuous vertical scale that links together the different proficiency levels measured by the IPT (Levels 1, 2 and 3) and allows growth to be determined across levels. The scaled scores were derived using the Rasch model.

The **percentile rank** of a score indicates the percentage of scores from the renorming sample equal to or less than that score. Percentile ranks range from 1 to 99, with 50 indicating a median level of performance. Percentile ranks are interpreted relative to the performance of the renorming subgroup that provided the data for the spring 2014 renorming study.

Normal curve equivalents (NCEs) are derived from percentile ranks and are typically used for research. NCEs resemble percentile ranks in that they range from 1 to 99 and have a mean of 50, but unlike percentile ranks, they represent an equal interval scale. This means that, for example, a change of 10 points represents the same change in ability regardless of where it occurs on the scale. NCEs are suitable for computing averages and difference scores, neither of which are meaningful when computed using percentile ranks. When averaging a group's scores or when computing gains made on the same test over time, NCEs should be used instead of percentile ranks.

The **designation** categories for the IPT Reading Test are called Non-English Reader (NER), Limited English Reader (LER), and Competent English Reader (CER), and for the IPT Writing Test they are Non-English Writer (NEW), Limited English Writer (LEW), and Competent English Writer (CEW). Although based on the level of language skills shown on the test, the designation

categories are norm-referenced and grade-specific in the sense that as students advance in grade, more language skills are expected of them to achieve a Limited or Competent designation than from students in lower grades.

To provide more fine-grained distinctions in the “Limited” designation category, the new third edition IPT English Reading & Writing tests also report results using five **IPT Proficiency Levels**: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced. These proficiency levels are the same as those used in Ballard & Tighe’s *Carousel of IDEAS* and *Champion of IDEAS* English language development programs.

There is a direct and simple relationship between the two, as the Beginning proficiency level corresponds to the Non- designation; the Early Intermediate, Intermediate, and Early Advanced proficiency levels correspond to the Limited designation; and the Advanced proficiency level corresponds to the Fluent/Competent designation.

APPENDIX 1

DESCRIPTORS FOR IPT–ENGLISH READING AND WRITING DESIGNATIONS, FORMS 3C & 3D

READING DESCRIPTORS

The descriptors below represent standards-based competencies that, combined, characterize students' overall reading comprehension.

Each of these descriptors must be viewed in relation to the student's grade level and that particular grade level's English content, reading and/or literacy standards, as well as English Language Development standards. It is probable that most, but not all, of the descriptors of a reading designation will apply to a particular student so designated. In general:

A NON-ENGLISH READER:

- lacks ability to derive meaning from both academic and social vocabulary
- lacks knowledge of connotations and denotations of words
- lacks word analysis skills necessary to comprehend and select appropriate labels
- does not have or does not use knowledge of morphemes, phonics, and syntax to gain meaning from text
- shows inability to form generalizations
- shows inability to draw meaning from text in special formats, such as in a graph or in a list of food product nutrients
- does not use context to assist in selecting a required key word for a sentence
- does not understand and follow a sequence of events presented contextually in a content area reading passage or as media information
- does not analyze contextual information to determine relationships
- shows inability to make inferences
- shows inability to use context to assist in comprehending informational passages and content area text
- does not perceive relationships in reading passages
- lacks skills to determine key concepts and main points in narrative, descriptive, and expository passages, literary and poetic text, and content area text
- shows inability to interpret information in a reading passage or poem
- shows inability to use insight in comprehending a reading passage or poem
- does not perceive the literary element of mood or tone in a reading selection
- does not recognize cause and effect relationships
- does not identify and understand supporting details
- does not synthesize factual information to draw logical conclusions
- cannot make predictions based on contextual information
- lacks understanding of figurative language in a poem
- lacks sufficient knowledge of language, either in literature or in content areas, to derive meaning from text
- does not determine meaning by using contextual clues in paragraphs and sentences
- does not answer factual comprehension questions based on simple reading passages and texts in content areas
- lacks language usage reading skills

A LIMITED ENGLISH READER:

- has limited ability to derive meaning from vocabulary, both academic and social
- has limited knowledge of connotations and denotations of words
- has limited word analysis skills necessary to comprehend and select appropriate labels
- has or uses limited knowledge of morphemes, phonics, and syntax to gain meaning from text
- shows limited ability to form generalizations
- shows limited ability to draw meaning from text in special formats, such as in a graph or in a list of food product nutrients
- partially uses context to assist in selecting a required key word for a sentence
- can sometimes understand and follow a sequence of events presented contextually in a content area reading passage or as media information
- can sometimes analyze contextual information to determine relationships
- has limited ability to make inferences
- has limited ability to use context to assist in comprehending informational passages and content area text
- can sometimes perceive relationships in reading passages
- can sometimes determine key concepts and main points in narrative, descriptive, and expository passages, literary and poetic text, and content area text
- has limited ability to interpret the information in a reading passage or poem
- has limited ability to use insight in comprehending a reading passage or poem
- can sometimes perceive the literary element of mood or tone in a reading selection
- can sometimes recognize cause and effect relationships
- can sometimes identify and understand supporting details
- has limited ability to synthesize factual information to draw logical conclusions
- can sometimes make predictions based on contextual information
- partially understands figurative language in a poem
- has limited knowledge of language, either in literature or in content areas, to derive meaning from text
- can sometimes determine meaning by using contextual clues in paragraphs and sentences
- can sometimes answer factual comprehension questions based on simple reading passages and texts in content areas
- exhibits limited language reading skills

A COMPETENT ENGLISH READER:

- derives meaning from vocabulary, both academic and social
- has adequate knowledge of connotations and denotations of words
- has sufficient word analysis skills necessary to comprehend and select appropriate labels
- has sufficient knowledge of morphemes, phonics, and syntax to gain meaning from text
- forms appropriate generalizations
- draws meaning from text in special formats, such as in a graph or in a list of food product nutrients
- uses context to assist in selecting a required key word for a sentence
- understands and can follow a sequence of events presented contextually in a content area reading passage or as media information
- analyzes contextual information to determine relationships
- makes appropriate inferences
- uses context to assist in comprehending informational passages and content area text
- perceives relationships in reading passages

- determines key concepts and main points in narrative, descriptive, and expository passages, literary and poetic text, and content area text
- interprets the information in a reading passage or poem
- uses insight in comprehending a reading passage or poem,
- perceives the literary element of mood or tone in a reading selection
- recognizes cause and effect relationships
- identifies and understands supporting details
- synthesizes factual information to draw logical conclusions
- makes predictions based on contextual information
- understands figurative language in a poem
- has sufficient knowledge of language, either in literature or in content areas, to derive meaning from text
- determines meaning by using contextual clues in paragraphs and sentences
- answers factual comprehension questions based on simple reading passages and texts in content areas
- demonstrates adequate language usage reading skills

WRITING DESCRIPTORS

The descriptors below are based on the IPT Writing Rubrics and represent standards-based competencies that, combined, characterize students’ overall writing ability.

Each of these descriptors must be viewed in relation to the student’s grade level and that particular grade level’s English content, writing, and/or literacy standards, as well as English Language Development standards. It is probable that most, but not all, of the descriptors of a writing designation will apply to a particular student so designated. In general:

A NON-ENGLISH WRITER:

- does not write understandable text
- fails to address the topic
- writes mostly or fully in a language other than English
- does not use complete sentences
- does not present a logical sequence of events
- lacks organization of ideas in writing
- does not write with a focus
- is unable to write short narrative or descriptive stories containing the elements of setting, character, event(s), or objects
- uses vocabulary that is unacceptable for the grade level
- uses syntax incorrectly, including improper use of tenses
- is unable to use parts of speech correctly, including subject/verb agreement
- does not use correct capitalization, punctuation, or spelling
- is unable to write correct declarative, interrogative, imperative, or exclamatory sentences
- is unable to respond in writing to simple picture prompts

- does not produce reflective writing based on a persuasive argument using point of view, relevant examples, or compare/contrast elements in response to a persuasive writing prompt
- does not use rhetorical devices such as appeal to logic through reasoning, description of experience, or analogy to support an assertion in a persuasive writing sample
- is unable to create coherent paragraphs using effective transition words and other appropriate constructions
- demonstrates poor quality and/or insufficient quantity of writing for grade level

A LIMITED ENGLISH WRITER:

- 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 limited ability to produce reflective writing based on a persuasive argument using point of view, relevant examples, and/or compare/contrast elements in response to a persuasive writing prompt
- demonstrates limited ability to use rhetorical devices such as appeal to logic through reasoning, description of experience, or analogy to support an assertion in a persuasive writing sample
- demonstrates limited ability to create coherent paragraphs using effective transition words and other appropriate constructions
- demonstrates minimal or partial competency in writing grade-level quality and quantity

A COMPETENT ENGLISH WRITER:

- writes understandable text
- addresses the topic completely
- writes fully in English
- uses complete sentences
- presents a fully logical sequence of events
- produces writing that makes sense and is well organized
- writes with a focus
- writes short narrative or descriptive stories containing the elements of setting, character, event(s), or objects
- uses appropriate vocabulary
- uses correct syntax, including subject/verb agreement
- uses appropriate capitalization, punctuation, and spelling

- writes declarative, interrogative, imperative, or exclamatory sentences
- demonstrates ability to respond in writing to simple picture prompts
- demonstrates ability to produce reflective writing based on a persuasive argument using point of view, relevant examples, or compare/contrast elements, in response to a writing prompt
- demonstrates ability to use rhetorical devices such as appeal to logic through reasoning, description of experience, or analogy to support assertions in a persuasive writing sample
- demonstrates ability to create coherent paragraphs using effective transition words and other appropriate constructions
- writes passages that demonstrate grade-level quality and quantity

