



IDEA® PROFICIENCY TESTS

10-Point Overall Performance Scale

Helping Districts and States Meet
NCLB Reporting Requirements



The *No Child Left Behind* legislation requires states to report annual progress of limited English proficient (LEP) students. However, the legislation allows states considerable latitude in how they report this information. Thus, each state accountability plan includes its own approach to reporting annual progress of LEPs.

An important part of any accountability plan is the selection of a reporting scale that is used to report student progress. The scale needs to be simple to use and have enough points to show reasonably small increases in performance.



The IDEA Proficiency Tests (IPT) were designed to provide designations that

identify students in need of special English language development assistance. However, the IPT Tests also can be used to show incremental growth. This brochure describes how the IPT designations can be easily converted into a 10-point scale that can be used by states to report overall student progress.

The IPT family of tests includes the IPT–Oral Tests, the IPT–Reading Tests, and the IPT–Writing Tests. Each test produces one of three designations: Non-English, Limited English, or Competent/Fluent English.

CALCULATING SCALE SCORES

To calculate a student’s scale score, follow these steps:

1. Determine the student’s designation on each of the three tests. (The student must take all three tests in order to use this 10-point scale.)
2. Weight each designation as follows:
 - Non-English: 1 point
 - Limited English: 2 points
 - Competent/Fluent English: 4 points
3. Add the three scores together, and subtract 2 from the total:

$$\text{Oral Points} + \text{Reading Points} + \text{Writing Points} - 2 = \text{Scale Score}$$

NOTE: We subtract 2 so that the scale score begins at a value of 1 and goes up to 10.

PROFILE OF EACH SCORE

The scores correspond to different possible student profiles. In practice, you may find that some of the profiles rarely occur, while others are more common.

PROFILE	SCORE
N, N, N	1
N, N, L	2
N, L, L	3
N, N, C and L, L, L	4
N, L, C	5
L, L, C	6
N, C, C	7
L, C, C	8
C, C, C	10

N = Non-English; L = Limited English;
C = Competent or Fluent English

TECHNICAL SCALE CHARACTERISTICS

This scale is what measurement experts call an “equal-interval scale.” This means that going from a four to a five represents the same increase in proficiency as going from a six to a seven. Further, this means that the scale can be used to calculate statistics that involve sums, such as means, standard deviations, and so forth.

The scale also makes some assumptions about the nature of language proficiency:

- It assumes that the individual designations provided by the IPT Tests are ordinal, and that going from “Limited” to “Competent” reflects an increase in proficiency that is twice the increase when going from “Non” to “Limited.”
- In giving equal weight to the three tests—Reading, Writing, and Oral (which includes both listening and speaking)—literacy skills are given more weight than oral skills, which implies that they are more critical than oral skills in an academic setting.



Ballard & Tighe

will help you meet all LEP language testing requirements under the *No Child Left Behind Act*. Contact us today to let us know how we can be of service!

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Visit Ballard & Tighe's web site for up-to-date information on the IPT Tests and *No Child Left Behind* requirements: www.ballard-tighe.com



**Ask us about the IPT 2004—
Ballard & Tighe's new language proficiency
testing system coming soon!**