

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Language: TABE® Level A

STUDENT: _____ I.D.: _____
 TEACHER: _____ COURSE: _____ DATE: _____

CURRENT TESTING INFORMATION:

Test Date: _____
 Current Test Level: D A
 Current Test Form: 11 12 **GED Track**
 NRS Level & Scale Score: 4 (547-583) **5 (584-630)** 6 (631-800)

POST-TESTING INFORMATION:

TABE Level: A
 CCR Level: E
 Average Word Count: 596-676
 Average Lexile: 1055 L – 1149 L

DOMAIN: Conventions of Standard English (52%) CATEGORY: Language (L) # Questions: 21	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency
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TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Punctuation	Colons	Use and identify correct usage of colons when used in simple sentences and when used with quotations.	High	9-10.L.2.b
		Use and identify correct usage of colons embedded in paragraphs	High	9-10.L.2.a
		Use and identify correct usage of semicolons in compound-complex sentences		
Parts of Speech	Modifiers	Identify multiple sentences with errors (modifying words and/or phrases)	N/A	N/A
Sentence Structure	Combining Sentences	Combine multiple simple sentences, maintaining parallel structure	High	9-10.L.1.a
		Combine multiple sentences, maintaining parallel structure		
	Parallel Structure	Identify sentences with parallel structure errors		
		Identify multiple sentences embedded in a longer passage with parallel structure errors		
Conventions of Usage	Usage Errors	Revise a sentence to correct usage errors	High	9-10.L.1
		Revise a sentence in multiple ways to correct usage errors		
	Adding Meaning	✚ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent: noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	High	9-10.L.1.b
Spelling	Spell	Spell correctly (tier 2)	High	9-10.L.2.c
		Spell correctly (words with silent letters)		
		Identify multiple embedded spelling errors		

DOMAIN: Vocabulary Acquisition & Use (23%) CATEGORY: Language (L) # Questions: 4	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency
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TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Affixes & Roots	✚ Identify and correctly use pattern of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)	Medium	11-12.L.4.b	
Context Clues	Determine the meaning of tier 2 words in context	Medium	11-12.L.4.a 11-12.L.4.d	
	Determine the meaning of less common tier 2 words in context			
Multiple Meaning Words	Determine the meaning of less common multiple-meaning words	N/A	N/A	
	Differentiate between the nuanced meaning of multiple-meaning words			

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Modifiers	Identify multiple sentences with errors (modifying words and/or phrases)	N/A	N/A	
Word Choice	Make a word choice selection based on word meanings	Medium	11-12.L.4.a 11-12.L.4.d 11-12.L.6	
Reference Materials	✚Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Medium	11-12.L.4.c	

DOMAIN: Text Types & Purposes (25%)	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency
CATEGORY: Writing (W/WHST)	<input type="checkbox"/> Partial Proficiency
# Questions: 10	<input type="checkbox"/> Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Informational Text	Introductions	Revise an informational paragraph to improve the introduction	Low High	9-10.W.2.a 9-10.WHST.2.a
	Details	Add a detail and/or a sentence of support to an informational text	Low High	9-10.W.2.b 9-10.WHST.2.b
		Add multiple details and/or sentences of support to an informational text		
	Conclusions	✚Provide a concluding statement or section that follows from and supports the information presented (e.g., articulating, implications, or the significance of the topic.)	Low High	9-10.W.2.f 9-10.WHST.2.f
	Clarity	Revise the introductory paragraph to improve clarity	N/A	N/A
		Make sentence-level revisions to an informational paragraph to improve clarity		
		Revise multiple sentences of an introductory paragraph to improve clarity		
	Transitional Words, Phrases, Sentences	Add a transitional sentence to an informational paragraph	Low High	9-10.W.2.c 9-10.WHST.2.c
		Revise an informational passage with multiple paragraph-level transitional sentences		
	Tone & Style	✚Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Low High	9-10.W.2.d 9-10.WHST.2.d
✚Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		Low High	9-10.W.2.e 9-10.WHST.2.e	
Argumentative Text	Introductions	✚Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.	Medium High	9-10.W.1.a 9-10.WHST.2.e
	Claims & Counterclaims	Use evidence to support a claim	Medium High	9-10.W.1.b 9-10.WHST.1.b
		Add support for a stated claim		
		Use multiple pieces of evidence to support a claim		
	Conclusions	Revise the conclusion for clarity in an argumentative text	Medium High Low Low	9-10.W.1.e 9-10.WHST.1.e 9-10.W.2.f 9-10.WHST.2.f
Clarity	Revise multiple sentences of an introductory paragraph to improve clarity	N/A	N/A	
	Revise the introductory paragraph to improve clarity			

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TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Argumentative Text <i>(continued)</i>	Transitional Words, Phrases, Sentences	Use sentence-level transitional words in an argumentative text	Medium High	9-10.W.1.c 9-10.WHST.1.c	
		Use sentence-level transitional phrases in an argumentative text			
	Tone & Style	Make a sentence-level revision to maintain the tone in an argumentative text	Medium High	9-10.W.1.d 9-10.WHST.1.d	

Correlated CCR Anchor/Substandards & Descriptions

Conventions of Standard English

- 9-10.L.1** **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 9-10.L.1.a Use parallel structure.
- 9-10.L.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 9-10.L.2** **Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
- 9-10.L.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- 9-10.L.2.b Use a colon to introduce a list or quotation.
- 9-10.L.2.c Spell correctly.

Vocabulary Acquisition & Use

- 11-12.L.4** **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11- 12 reading and content, choosing flexibly from a range of strategies.**
- 11-12.L.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- 11-12.L.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- 11-12.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- 11-12.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 11-12.L.6** **Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Text Types & Purposes

- 9-10.W.1** **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- 9-10.W.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- 9-10.W.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 9-10.W.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 9-10.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.
- 9-10.W.2** **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
- 9-10.W.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 9-10.W.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- 9-10.W.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 9-10.W.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 9-10.W.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)

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Text Types & Purposes *(continued)*

- 9-10.WHST.1 Write arguments focused on discipline-specific content.**
- 9-10.WHST.1.b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- 9-10.WHST.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 9-10.WHST.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 9-10.WHST.1.e Provide a concluding statement or section that follows from or supports the argument presented.
- 9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
- 9-10.WHST.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 9-10.WHST.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 9-10.WHST.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- 9-10.WHST.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 9-10.WHST.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 9-10.WHST.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)