

## INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

### ABE Language: TABE® Level D

STUDENT: \_\_\_\_\_ I.D.: \_\_\_\_\_  
 TEACHER: \_\_\_\_\_ COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_

#### CURRENT TESTING INFORMATION:

#### POST-TESTING INFORMATION:

Test Date: \_\_\_\_\_  
 Current Test Level:  M  D  
 Current Test Form:  11  12  
 NRS Level & Scale Score:  3 (511-546)  4 (547-583)

TABE Level: D  
 CCR Level: D  
 Average Word Count: 497-562  
 Average Lexile: 1081 L – 1126 L

<b>DOMAIN:</b>	<b>Conventions of Standard English (44%)</b>	<b>SCORED PROFICIENCY:</b>	<input type="checkbox"/> Non-Proficiency
<b>CATEGORY:</b>	Language (L)		<input type="checkbox"/> Partial Proficiency
<b># Questions:</b>	17		<input type="checkbox"/> Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
<b>Punctuation</b>	Commas	Use commas with parenthetical phrases	High	6.L.2.a 8.L.2.a
		Identify commas to set off nonrestrictive clauses		
		Use commas to set off nonrestrictive clauses		
		Use commas to set off nonrestrictive clause in more complex text		
	Colons	✚ Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt.	Low	7.L.2.a
		Use and identify correct usage of colons when used in simple sentences and when used with quotations	N/A	N/A
	Semicolons	Use and identify correct usage of semicolons in compound-complex sentences		
Ellipsis/Dashes	Use an ellipsis in a sentence with omitted text or pauses	High	8.L.2.b	
	Use multiple forms of punctuation - ellipses or dashes - to indicate a pause	High	8.L.2.a 8.L.2.b	
<b>Parts of Speech</b>	Pronouns	Make corrections to ambiguous pronoun usage	High	6.L.1.d
		Identify shifts in subject pronouns	High	6.L.1.c
		Use possessive pronouns correctly (agreement in number and gender)	High	6.L.1.a 6.L.1.c
		✚ Use intensive pronouns (e.g., myself, ourselves)	High	6.L.1.b
	Verbs	✚ Explain the function of verbals (gerunds, participials, infinitives) in general and their function in particular sentences)	Medium	8.L.1.a
		Identify the use of passive voice.	Medium	8.L.1.b
		Make revisions to sentences using the passive voice	Medium	8.L.1.b 8.L.1.d
		Maintain parallel use of verb mood	Medium	8.L.1.c 8.L.1.d
	Adjectives	Identify a single sentence with coordinate adjectives	N/A	N/A
		Identify multiple sentences with coordinate adjectives		
Identify coordinate adjectives in multiple, more complex sentences				
Modifiers	Identify multiple sentences with misplaced modifiers	Low	7.L.1.c	
<b>Sentence Structure</b>	Sentence Types	Identify sentence types	Low	7.L.1.b
	Combining Sentences	✚ Explain the function of phrases and clauses in general and their function in specific sentences.	Low	7.L.1.a
	Parallel Structure	Identify sentences with parallel structure errors	N/A	N/A
	Omitted Text or Pauses	Identify multiple sentences with omitted text or pauses	High	8.L.2.a 8.L.2.b

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TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Conventions of Usage	Usage Errors	Revise sentences to correct usage errors	N/A	N/A	
	Variations of Standard English	✚Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	High	6.L.1.e	
Spelling	Spell	Spell correctly (more complex tier 1 words.)	High	6.L.2.b 7.L.2.b 8.L.2.c	
		Spell correctly (words with foreign origin)			
		Spell correctly (words with silent letters)			
		Identify multiple embedded spelling errors			

<b>DOMAIN: Knowledge of Language (10%)</b>	<b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency
<b>CATEGORY: Language (L)</b>	<input type="checkbox"/> Partial Proficiency
<b># Questions: 4</b>	<input type="checkbox"/> Proficiency

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Precise Language	Make a word-level revision to a sentence to use precise language	Low	7.L.3.a	
	Make a sentence-level revision to use precise language			
	Make a sentence-level revision to a paragraph to use precise language			
Tone & Style	Combine sentences while maintaining style	Low	6.L.3.a 6.L.3.b	
	Combine sentences with prepositional phrases and dependent clauses while maintaining style			
	Revise a paragraph to maintain style	Low	6.L.3.b	
	Revise a paragraph to maintain tone			
Clarity	Revise compound-complex sentences to improve clarity	Low	7.L.3.a	

<b>DOMAIN: Vocabulary Acquisition &amp; Use (26%)</b>	<b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency
<b>CATEGORY: Language (L)</b>	<input type="checkbox"/> Partial Proficiency
<b># Questions: 6</b>	<input type="checkbox"/> Proficiency

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Affixes & Roots	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)	High	6.L.4.b	
Context Clues	Use context to support a word's meaning	High	6.L.4.a 6.L.4.d	
	Identify the context clues used to determine a word's meaning			
	Determine the meaning of tier 1 words in context			
	Determine the meaning of tier 2 words in context			
Multiple Meaning Words	Determine the meaning of less common multiple-meaning words	High	6.L.4.d	
	Differentiate between the nuanced meaning of multiple meaning words			
Word Choice	Make a word choice selection based on word meanings	Medium	8.L.6	
Reference Materials	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation or determine or clarify its precise meaning or its part of speech.	High	6.L.4.c	

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<b>DOMAIN:</b> Text Types & Purposes (23%)	<b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency
<b>CATEGORY:</b> Writing (W)	<input type="checkbox"/> Partial Proficiency
<b># Questions:</b> 9	<input type="checkbox"/> Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date	
Informational Text	Introductions	Add an introductory sentence to an argumentative or informational paragraph.	High	7.W.1.a	
		Revise the introductory paragraph of an argumentative or informational paragraph	Medium	6-8.WHST.2.a	
	Details	Add a supporting detail to an informational paragraph	Medium	6-8.WHST.2.b	
		Add multiple supporting details to an informational paragraph			
		Add multiple details and/or sentences of support to an informational text			
	Conclusions	Add a concluding sentence to an argumentative or informational paragraph.	High	7.W.1.e	
		Add multiple concluding sentences to an informational paragraph	Medium	6-8.WHST.2.f	
	Clarity	Revise the introductory paragraph to improve clarity	High	7.W.1.c	
		✚ Use Precise language and domain-specific vocabulary to inform about or explain the topic.	Medium	6-8.WHST.2.d	
	Transitional Words, Phrases, Sentences	Use transitional words or phrases	High Medium	7.W.1.c 6-8.WHST.2.c	
Tone & Style	Revise a sentence in an informational paragraph to maintain tone or style	Medium	6-8.WHST.2.e		
	Revise multiple sentences of an informational paragraph to maintain tone				
Argumentative Text	Introductions	Revise the introductory paragraph of an argumentative or informational paragraph	High	7.W.1.a	
		Add an introductory sentence to an argumentative or informational paragraph	Medium	6-8.WHST.2.a	
	Evidence	Add supporting evidence to an argumentative paragraph			
	Claims & Counterclaims	Add support for a claim in an argumentative paragraph	High	7.W.1.b	
		Use multiple pieces of evidence to support a claim			
		Revise multiple sentences of an argumentative paragraph to address the counterclaim			
	Conclusions	Revise an argumentative paragraph to address the counterclaim			
	Conclusions	Add a concluding sentence to an argumentative or informational paragraph	High Medium	7.W.1.e 6-8.WHST.2.f	
	Clarity	Revise the introductory paragraph to improve clarity	High	7.W.1.c	
	Transitional Words, Phrases, Sentences	Use transitional words or phrases	High Medium	7.W.1.c 6-8.WHST.2.c	
Use sentence-level transitional phrases in an argumentative text		High	7.W.1.c		
Tone & Style	Make a sentence-level revision to maintain the tone in an argumentative text	High	7.W.1.d		

### Correlated CCR Anchor/Substandards & Descriptions

#### Conventions of Standard English

- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 6.L.1.b Use intensive pronouns (e.g., myself, ourselves).
- 6.L.1.c Recognize and correct inappropriate shifts in pronoun number and person.
- 6.L.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 6.L.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**

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- 6.L.2.a Use Punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 6.L.2.b Spell correctly.
- 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 7.L.1.a Explain the function of phrases and clauses in general and their function in specific sentences.
- 7.L.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- 7.L.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- 7.L.2 Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
- 7.L.2.a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
- 7.L.2.b Spell correctly.
- 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 8.L.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- 8.L.1.b Form and use verbs in the active and passive voice.
- 8.L.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- 8.L.1.d Recognize and correct inappropriate shifts in verb voice and mood.
- 8.L.2 Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
- 8.L.2.a Use Punctuation (comma, ellipsis, dash) to indicate a pause or break.
- 8.L.2.b Use an ellipsis to indicate an omission.
- 8.L.2.c Spell correctly.

#### Knowledge of Language

- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.3.b Maintain consistency in style and tone.
- 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- 7.L.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

#### Vocabulary Acquisition & Use

- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
- 6.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 6.L.4.c Consult 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 or its part of speech.
- 6.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).
- 8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

#### Text Types & Purposes

- 6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
- 6-8.WHST.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 6-8.WHST.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 6-8.WHST.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 6-8.WHST.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6-8.WHST.2.e Establish and maintain a formal style and objective tone.
- 6-8.WHST.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 7.W.1 Write arguments to support claims with clear reasons and relevant evidence.**
- 7.W.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 7.W.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 7.W.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- 7.W.1.d Establish and maintain a formal style.
- 7.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.