

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Language: TABE® Level E

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

CURRENT TESTING INFORMATION:

Test Date: _____
 Current Test Level: E
 Current Test Form: 11 12
 NRS Level & Scale Score: 1 (310-457) 2 (458-510)

POST-TESTING INFORMATION:

TABE Level: E
 CCR Level: B
 Average Word Count: 301-422
 Average Lexile: 718 L – 780 L

DOMAIN: Conventions of Standard English (48%)	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency
CATEGORY: Language (L)	<input type="checkbox"/> Partial Proficiency
# Questions: 19	<input type="checkbox"/> Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Capitalization	Titles	Capitalize book titles	High	3.L.2.a
		Capitalize multiple book titles		
	Days of the Week	Capitalize the days of the week	High	3.L.2
	Holidays, Product & Geographic Names	✚Capitalize holidays, product names, and geographic names.	High	2.L.2.a
Punctuation	Apostrophes	Form common contractions	High	2.L.2.c
		Use a possessive apostrophe with common nouns	High	2.L.2.c 3.L.2.d
	Commas	✚Use commas in addresses, greetings, and closings	High	2.L.2.b 3.L.2.b
		Use commas & quotation marks in dialogue.	High	3.L.2.c
	Quotation Marks	Use quotation marks with a line of dialogue	High	3.L.2
Use quotation marks with multiple lines of dialogue				
Parts of Speech	Identify Parts of Speech	Identify parts of speech	High	3.L.1.a
	Nouns	Use irregular nouns	High	2.L.1.b 3.L.1.b
		Use nouns with irregular plurals		
		Use abstract nouns		
		✚Use collective nouns (e.g., group)	High	2.L.1.a
	Pronouns	Use reflexive pronouns	High	2.L.1.c
	Verbs	Use the past tense of regular and irregular verbs	High	2.L.1.d 3.L.1.d
		✚Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses	High	3.L.1.e
Adjectives	Use comparative adjectives	High	3.L.1.g	
	Use multiple comparative adjectives			
Adverbs	✚Use multiple comparative adverbs			
Sentence Structure	Combining Sentences	Combine simple sentences	High	3.L.1.i 2.L.1.f
		Combine longer simple sentences		
		Combine longer simple sentences using coordinating conjunctions		
Conventions of Usage	Agreement	Maintain pronoun-antecedent agreement	High	3.L.1.f
		Maintain agreement in number of reflexive pronouns	High	3.L.1
Spelling	Spell	Spell common words correctly	High	3.L.2.e
		Use spelling patterns to identify correctly spelled words	High	2.L.2.d
		Use vowel-sound spelling patterns and resources to spell correctly	High	2.L.2.d 3.L.2.f
Reference Materials	Dictionaries/Glossaries	✚Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	High	2.L.2.e 3.L.2.g

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ABE Language: TABE® Level E

DOMAIN: Vocabulary Acquisition & Use (22%)	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency
CATEGORY: Language (L)	<input type="checkbox"/> Partial Proficiency
# Questions: 7	<input type="checkbox"/> Proficiency

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Affixes & Roots	Use prefixes to determine a word meaning	High	2.L.4.b	
	Determine the meaning of a common root word	High	2.L.4.c	
	Determine the meaning of lesson common root words			
Similar Meanings	Select words with similar meanings	Low	3.L.5.c	
	Select more complex words with similar meanings.			
Signal Contrast	✚Use words to signal contrast in more complex sentences	High	2.L.4	
Context Clues	✚Use sentence-level context as a clue to the meaning of a word or phrase.	High	2.L.4.a	
	✚Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook, bookmark)	High	2.L.4.d	
	✚Distinguish the literal and non-literal meaning of words and phrases in context (e.g., Take steps.)	Low	3.L.5.a	
	✚Select the definition of more complex word used in context	Low	3.L.5	
	✚Identify real-life connections between words and their use (e.g., Describe people who are friendly or helpful.)	Low	3.L.5.b	
Multiple Meaning Words	Use a resource to determine the meaning of a multiple meaning word	High	2.L.4.e	
Adjectives	Use adjectives correctly	Low	2.L.6	
	Use adjectives correctly in more complex sentences			
Temporal Words	Use beginning and transitional temporal words	Low	2.L.6	
	Use temporal words in more complex sentences			
	Use temporal words in multiple sentences across a paragraph	High	3.L.6	
Reference Materials	✚Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	High	2.L.4.e	

DOMAIN: Text Types & Purposes (30%)	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency
CATEGORY: Writing (W)	<input type="checkbox"/> Partial Proficiency
# Questions: 19	<input type="checkbox"/> Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date	
Informational Text	Introductions	High	3.W.2.a		
	Details	Add an introductory sentence to an informational paragraph	High	3.W.2.b	
		Add a detail to an informational paragraph			
		Add details to a more complex informational paragraph			
	Conclusions	Add multiple details to an informational paragraph	High	3.W.2.d	
		Add a concluding sentence to an informational paragraph			
		Add a concluding sentence to a more complex informational paragraph			
	Linking Words	Add multiple concluding sentences to an informational paragraph	High	3.W.2.c	
		Use a linking word in an informational paragraph			
	Use a linking word in a more complex informational paragraph				

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ABE Language: TABE® Level E

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Opinion Text	Introductions	✚ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	High	3.W.1.a	
	Details	Add multiple details to an opinion paragraph	N/A	N/A	
	Evidence	Add evidence to an opinion paragraph	High	3.W.1.b	
		Add evidence to a more complex opinion paragraph			
	Conclusions	Add a concluding sentence to an opinion paragraph	High	3.W.1.d	
		Add a concluding sentence to a more complex opinion paragraph			
		Add multiple concluding sentences to an opinion paragraph			
	Linking Words	Use a linking word in an opinion paragraph	High	3.W.1.c	
		Use a linking word in a more complex opinion paragraph			
		Use multiple linking words in an opinion paragraph			
Precise Language	✚ Make word-level revisions to more complex sentences using a precise word.	N/A	N/A		

Correlated CCR Anchor/Substandards & Descriptions

Conventions of Standard English

- 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 2.L.1.a Use collective nouns (e.g., group)
- 2.L.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- 2.L.1.c Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- 2.L.1.d Use reflexive pronouns (e.g., myself, ourselves).
- 2.L.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- 2.L.2 Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
- 2.L.2.a Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 2.L.2.b Capitalize holidays, product names, and geographic names.
- 2.L.2.c Use commas in greetings and closings of letters.
- 2.L.2.d Use an apostrophe to form contractions and frequently occurring possessives.
- 2.L.2.e Generalize learned spelling patterns when writing words (e.g. cage → badge; boy → boil.)
- 3.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.L.1.b Form and use regular and irregular plural nouns.
- 3.L.1.c Use abstract nouns (e.g., childhood).
- 3.L.1.d Form and use regular and irregular verbs.
- 3.L.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- 3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.
- 3.L.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 3.L.1.h Use coordinating and subordinating conjunctions.
- 3.L.1.i Produce simple, compound, and complex sentences.
- 3.L.2 Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
- 3.L.2.a Capitalize appropriate words in titles.
- 3.L.2.b Use commas in addresses.
- 3.L.2.c Use commas and quotation marks in dialogue.
- 3.L.2.d Form and use possessives.
- 3.L.2.e Use conventional spellings for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
- 3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.L.2.g Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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Vocabulary Acquisition & Use

- 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**
- 2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.L.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 2.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- 2.L.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**
- 3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.**
- 3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- 3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- 3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).**

Text Types & Purposes

- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.**
- 3.W.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- 3.W.1.b Provide reasons that support the opinion.
- 3.W.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- 3.W.1.d Provide a concluding statement or section.
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly**
- 3.W.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- 3.W.2.b Develop the topic with facts, definitions, and details.
- 3.W.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- 3.W.2.d Provide a concluding statement or section.