

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Language: TABE® Level M

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

CURRENT TESTING INFORMATION:

Test Date: _____
Current Test Level: E M
Current Test Form: 11 12
NRS Level & Scale Score: 2 (458-510) 3 (511-546)

POST-TESTING INFORMATION:

TABE Level: M
CCR Level: C
Average Word Count: 463-485
Average Lexile: 830 L – 846 L

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

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Capitalization	Proper Nouns	Use correct capitalization in common nouns when used as proper nouns	High	4.L.2.a
	Italics	Use italics for book titles	High	5.L.2.d
Punctuation	Commas	Use commas with items in a series (single words)	High	5.L.2.a
		Use commas with introductory prepositional phrases	High	5.L.2.b
		✚ Use a comma to set off the words "yes" and "no" (e.g., Yes, thank you.); to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?); and to indicate direct address (e.g., Is that you, Steve?)	High	5.L.2.c
		Use commas in longer compound sentences	High	4.L.2.c
		Use commas to set off nonrestrictive clause in more complex text	High	4.L.2 5.L.2
		Identify a sentence with a comma error	High	4.L.2.c 5.L.2.b 5.L.2.c
		Identify multiple sentences with comma errors	High	4.L.4.c
	✚ Use commas & quotation marks to mark direct speech and quotations from a text.	High	4.L.2.b	
Quotation Marks	Use commas & quotation marks to mark direct speech and quotations from a text.	High		
Ellipsis/Dashes	Use an ellipsis in a sentence with omitted text or pauses	High	4.L.2 5.L.2	
Parts of Speech	Pronouns	✚ Make corrections to ambiguous pronoun usage	N/A	N/A
		✚ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	High	4.L.1.a
	Verbs	Maintain the correct verb tense	High High Medium Medium	4.L.1.b 4.L.1.c 5.L.1.b 5.L.1.c 5.L.1.d
		Identify the use of passive voice.	High	4.L.1
	Adjectives	Use conventional adjective order in more complex sentences	High	4.L.1.d
		Use conventional adjective order across multiple sentences		
	Adverbs	Identify multiple sentences with coordinate adjectives	High	4.L.1
✚ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		High	4.L.1.a	
Prepositions	Identify prepositional phrases	High Medium	4.L.1.e 5.L.1.a	

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TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Sentence Structure	Sentence Types	Identify sentence types	N/A	N/A	
	Sentence Fragments	Recognize a sentence fragment within a paragraph	High	4.L.1.f	
		Recognize multiple sentence fragments within a paragraph			
		Recognize longer sentence fragments			
	Combining Sentences	Combine simple sentences using a correlative conjunction	Medium	5.L.1.e	
Combine longer simple sentences using coordinating conjunctions		High	4.L.2.c		
Word Structure	Affixes & Roots	Determine the meaning of a root word	N/A	N/A	
Word Usage	Commonly Confused Words	Use more complex commonly confused words	High	4.L.1.g	
Conventions of Usage	Usage Errors	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Medium	5.L.1.a	
Spelling	Spell	Spell correctly (more complex tier 1 words)	High	4.L.2.d	
		Spell correctly (words with foreign origin)		5.L.2.e	

DOMAIN: Knowledge of Language (5%)	SCORED PROFICIENCY:	<input type="checkbox"/> Non-Proficiency
CATEGORY: Language (L)		<input type="checkbox"/> Partial Proficiency
# Questions: 2		<input type="checkbox"/> Proficiency

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Expand, Combine, Reduce Sentences	✚Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	Medium	5.L.3.a	
Variations of Standard English	✚Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Medium	5.L.3.b	

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Affixes & Roots	Determine the meaning of a prefix	High	4.L.4.b	
Signal Contrast	Use words to signal contrast in basic sentences	Low	5.L.6	
	Use words to signal contrast in more complex sentences			
Context Clues	Use context to support a word's meaning	High	4.L.4.a	
	Identify the context clues used to determine a word's meaning			
	Select a definition of a word used in context			
	Select the definition of more complex word used in context			
Modifiers	Use modifying words and phrases correctly	N/A	N/A	
Precise Language	Make word-level revisions to a sentence using a precise word	Medium	4.L.6	
	Make word-level revisions to more complex sentences using a precise word	Low	5.L.6	
Embedded Word Meaning	Determine the meaning of words embedded in longer passages	N/A	N/A	
Reference Materials	✚Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	High	4.L.4.c	

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DOMAIN: Text Types & Purposes (25%)		SCORED PROFICIENCY:			
CATEGORY: Writing (W)		<input type="checkbox"/> Non-Proficiency			
# Questions: 10		<input type="checkbox"/> Partial Proficiency			
		<input type="checkbox"/> Proficiency			
TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date	
Informational Text	Introductions	Revise an introductory sentence of an informational sentence	High	4.W.2.a	
		Add an introductory sentence to an informational paragraph			
		Revise the introductory paragraph of an argumentative or informational paragraph			
	Details	Add a supporting detail to an informational paragraph	High	4.W.2.b	
		Add details to an informational paragraph			
		Use headings to group details in an informational paragraph			
	Conclusions	Revise a conclusion of an informational paragraph	High	4.W.2.e	
	Precise Language	Revise a sentence using precise language	High	4.W.2.d	
		Revise multiple sentences using precise language			
	Transitional Words, Phrases, Sentences	Use transitional words or phrases	High	4.W.2.c	
Use transitional words to combine sentences within an informational paragraph					
Use a transitional sentence in an informational paragraph					
Argumentative Text	Introductions	Revise the introductory paragraph of an argumentative or informational paragraph	N/A	N/A	
	Evidence	Add supporting evidence to an argumentative paragraph	N/A	N/A	
	Claims & Counterclaims	Revise an argumentative paragraph to address the counterclaim	N/A	N/A	
Opinion Text	Introductions	Revise an introductory sentence of an opinion paragraph	High	5.W.1.a	
		Add an introduction to an opinion paragraph			
	Evidence	Add supporting evidence to an opinion paragraph	High	5.W.1.b	
	Conclusions	Add a concluding sentence to an opinion paragraph	High	5.W.1.d	
		Revise a concluding sentence in an opinion passage			
		Add multiple concluding sentences to an opinion paragraph			
	Precise Language	Revise a sentence using precise language	High	4.W.2.d	
		Revise multiple sentences using precise language			
	Transitional Words, Phrases, Sentences	✚ Use transitional words in an opinion paragraph	High	5.W.1.c	
		✚ Add a transitional sentence to an opinion paragraph			
✚ Use transitional words or phrases					

Correlated CCR Anchor/Substandards & Descriptions

Conventions of Standard English

- 4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- 4.L.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- 4.L.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- 4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- 4.L.1.e Form and use prepositional phrases.
- 4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- 4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).
- 4.L.2 Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
- 4.L.2.a Use correct capitalization.
- 4.L.2.b Use commas and quotation marks to mark direct speech and quotations in a text.
- 4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.

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- 4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.
- 4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.**
- 4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- 5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- 5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- 5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.
- 5.L.1.d Recognize and correct inappropriate shifts in verb tense.
- 5.L.1.e Use correlative conjunctions (e.g., either/or, neither/nor).
- 5.L.2 Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
- 5.L.2.a Use Punctuation to separate items in a series.
- 5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.
- 5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- 5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.
- 5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- 5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- 5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition & Use

- 4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.**
- 4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- 4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- 4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).**
- 5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

Text Types & Purposes

- 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- 4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- 4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- 4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 4.W.2.e Provide a concluding statement or section related to the information or explanation presented.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
- 5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- 5.W.1.b Provide logically ordered reasons that are supported by facts and details.
- 5.W.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- 5.W.1.d Provide a concluding statement or section related to the opinion presented.