

## INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

### ABE Reading: TABE® Level A

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

#### CURRENT TESTING INFORMATION:

#### POST-TESTING INFORMATION:

Test Date: \_\_\_\_\_  
 Current Test Level:  D  A  
 Current Test Form:  11  12  GED Track  
 NRS Level & Scale Score:  4 (536-575)  5 (576-616)  6 (617-800)

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

<p><b>DOMAIN: Key Ideas &amp; Details (47%)</b>  <b>CATEGORY: Reading Informational Text (RI) /          Reading Literature (RL) /          Literacy in History-Social Studies (RH)          Literacy in Science &amp; Technical Texts (RST)</b>  <b># Questions: 18</b></p>	<p><b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency  <input type="checkbox"/> Partial Proficiency  <input type="checkbox"/> Proficiency</p>
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TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Draw Inferences in Text	Make an inference based on explicit details	Low High Medium Low	9-10.RL.1 9-10.RI.1 9-10.RH.1 9-10.RST.1	
	Make a text-based inference of a literary text +Support a given inference	Low	9-10.RL.1	
Identify Main Idea	+Determine an explicitly stated central idea			
	Determine the central idea of a section of text	Medium High	9-10.RL.2 9-10.RI.2	
	Determine a central idea of a moderately complex text			
	Determine the central idea of a complex text			
	Determine the central idea of a complex literary text	Medium	9-10.RL.2	
Support Main Idea	Determine the central idea of a highly complex informational text	High Low	9-10.RI.2 11-12.RST.2	
	Use evidence to support a stated central idea Use evidence to support a stated central idea of a highly complex text			
Summarize	+Summarize key details in a section of text			
	Support a stated summary with explicit text	Medium High	9-10.RL.2 9-10.RI.2	
	Summarize events across multiple sections of text			
	Use multiple pieces of evidence to support a summary			
	Use inference to summarize a section of text +Summarize key details of an informational text			
Describe the Relationship Between Events	Analyze the connection of ideas within a section of text			
	Analyze the connection of ideas across a text			
	Use multiple pieces of evidence to support analysis of the connection of ideas	Medium	11-12.RI.3	
	Analyze connection of ideas across a highly complex text			
	Use multiple pieces of evidence to support an analysis of the connection of ideas within a highly complex text			
	Use causal relationships to analyze the connection of ideas with and across texts	Medium	9-10.RH.3	
Use evidence to support an analysis of the connection of ideas within an informational text	Medium Medium	11-12.RI.3 9-10.RST.3		

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### ABE Reading: TABE® Level A

<p><b>DOMAIN:</b> Craft &amp; Structure (42%)</p> <p><b>CATEGORY:</b> Reading Informational Text (RI) / Reading Literature (RL) / Literacy in History-Social Studies (RH) Literacy in Science &amp; Technical Texts (RST)</p> <p><b># Questions:</b> 17</p>	<p><b>SCORED PROFICIENCY:</b></p> <p><input type="checkbox"/> Non-Proficiency</p> <p><input type="checkbox"/> Partial Proficiency</p> <p><input type="checkbox"/> Proficiency</p>
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TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
<b>Meaning of On-level Words or Phrases in Context</b>	✚Determine the meaning of tier 2 words in context	Low High	9-10.RL.4 9-10.RI.4	
	Determine the meaning of tier 2/multiple meaning words in context			
	✚Determine the meaning of tier 3 words in context (when defined in text)	Medium	9-10.RST.4	
	Determine the meaning of tier 3 words in context			
	✚Determine meaning of figurative language in context			
	✚Determine the connotative meaning of familiar phrases in context			
	✚Make a text-based inference to determine word meaning in a literary text.			
✚Determine impact of word choice on tone & meaning				
<b>Use Text Tools to Locate Information</b>	Use evidence to support the analysis of text structure	Medium	11-12.RI.5	
	Use multiple pieces of evidence to support the analysis of text structure			
	Analyze the function of a section of text to develop ideas in a moderately complex text	High	9-10.RI.5	
	Analyze the function of a section of text to develop ideas in a complex text			
	Analyze the function of a section of text to develop ideas in a highly complex text			
	Analyze the function of multiple sections to develop ideas in a complex text			
	✚Analyze the function of a section of text to develop ideas in an informational text.			
	Analyze the function of a section of text to develop claims in an informational text			
Analyze the function of a section of text to develop claims in a complex text				
<b>Identify Author's Purpose</b>	Determine the author's purpose in a moderately complex text	High	9-10.RI.6	
	✚Determine author's purpose in an informational text			
	Analyze the development of the author's purpose			
<b>Identify Author's/s' Point of View</b>	Compare point of view across multiple texts	Low	9-10.RL.6	
	Determine character point of view in a literary text	Low	11-12.RL.6	
	Use evidence to support the analysis of point of view	High	9-10.RI.6	
	Use multiple pieces of evidence to support the comparison of point of view (within and across texts)	Low	9-10.RH.6	
<b>Identify How Author Uses Rhetoric</b>	Analyze method for developing point of view (including rhetoric)	Medium	11-12.RI.5	

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### ABE Reading: TABE® Level A

<b>DOMAIN:</b> Integration of Knowledge & Ideas (11%) <b>CATEGORY:</b> Reading Informational Text (RI) <b># Questions:</b> 5	<b>SCORED PROFICIENCY:</b> <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
<b>Evaluate Arguments/Claims in Text</b>	Determine a claim made in an informational text	High	9-10.RI.8	
	Support a stated claim with evidence from an informational text			
	Support a stated argument with evidence from a moderately complex text			
	Determine a claim made in a moderately complex text			
	Determine a claim based on information in a moderately complex text			
	Support a stated claim with multiple pieces of evidence from a moderately complex text			
	Identify faulty reasoning as related to a stated claim			
	Support a cross-text claim with evidence from a moderately complex text			
	Determine a claim made in a complex text			
	Support a claim made in a complex text			

✦ Listed on the *TABE 11/12 Skills Crosswalk Level A* for Reading but not on *Individual Student Profile Report*.

### Correlated CCR Anchor/Substandards & Descriptions

#### Key Ideas & Details

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|--------------------------|-------------|--|
| <input type="checkbox"/> | 9-10.RI.1   | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| <input type="checkbox"/> | 9-10.RI.2   | Determine a central idea of a text & analyze its development over the course of the text, including how it emerges & is shaped & refined by specific details; provide objective summary of the text.                         |
| <input type="checkbox"/> | 11-12.RI.3  | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  |
| <input type="checkbox"/> | 9-10.RL.1   | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| <input type="checkbox"/> | 9-10.RL.2   | Determine a theme or central idea of a text and analyze in detail its development over course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <input type="checkbox"/> | 9-10.RH.1   | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   |
| <input type="checkbox"/> | 9-10.RH.3   | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  |
| <input type="checkbox"/> | 9-10.RST.1  | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.   |
| <input type="checkbox"/> | 9-10.RST.3  | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.                               |
| <input type="checkbox"/> | 11-12.RST.2 | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.                                    |

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#### Craft & Structure

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|--------------------------|------------|---|
| <input type="checkbox"/> | 9-10.RI.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).      |
| <input type="checkbox"/> | 9-10.RI.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).   |
| <input type="checkbox"/> | 9-10.RI.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  |
| <input type="checkbox"/> | 11-12.RI.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  |
| <input type="checkbox"/> | 9-10.RL.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) |
| <input type="checkbox"/> | 9-10.RL.6  | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  |
| <input type="checkbox"/> | 11-12.RL.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |
| <input type="checkbox"/> | 9-10.RH.6  | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  |
| <input type="checkbox"/> | 9-10.RST.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.   |

#### Integration of Knowledge & Ideas

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|--------------------------|-----------|--|
| <input type="checkbox"/> | 9-10.RI.8 | Delineate & evaluate the argument & specific claims in a text, assessing whether the reasoning is valid & the evidence is relevant & sufficient; identify false statements & fallacious reasoning. |
|--------------------------|-----------|--|

**This IISP contains information obtained from the source documents listed below.**

TABE Test for Adult Assessment: Blue Prints

<https://tabetest.com/resources-2/testing-information/blue-prints/>

TABE Test for Adult Assessment: TABE 11&12 Skills Crosswalks

[https://tabetest.com/PDFs/TABE\\_11\\_12\\_Skills\\_Crosswalks\\_Reading.pdf](https://tabetest.com/PDFs/TABE_11_12_Skills_Crosswalks_Reading.pdf)

TABE Test for Adult Assessment: TABE 11/12 Individual Profile Report

<https://tabe.drctdirect.com/default.aspx?leapp=Reports&leview=DynamicStudentReports>

Pimentel, Susan. "College and Career Readiness Standards for Adult Education." *Office of Career, Technical, and Adult Education*, U.S. Department of Education, 2013, [lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf).