

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: TABE® Level D

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

CURRENT TESTING INFORMATION:

Test Date: _____
 Current Test Level: M D
 Current Test Form: 11 12
 NRS Level & Scale Score: 3 (501-535) 4 (536-575)

POST-TESTING INFORMATION:

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

<p>DOMAIN: Key Ideas & Details (47%) CATEGORY: Reading Informational Text (RI) / Reading Literature (RL) / Literacy in History-Social Studies (RH) Literacy in Science & Technical Texts (RST) # Questions: 17</p>	<p>SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency</p>
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TABE Category/Subcategory	TABE Skill	Emphas is	Aligned CCRS	Mastery Date
Draw Inferences in Text	Draw a conclusion based on a section of literary text	Medium	7.RL.1	
	Use evidence to support a stated inference			
	Make an inference of a slightly complex text based on explicit evidence	High	●7.RI.1	
	Use details to support an inference of a literary text	Low	●6-8.RH.1	
	Make a text-based inference of a literary text	High	●6-8.RST.1	
Identify Main Idea	➤Determine a central idea of a slightly complex text	High	6.RI.2	
	➤Identify Main Idea			
	Identify the central idea of a moderately complex text			
	Determine a central idea of a moderately complex text	Medium	6.RL.2	
	➤Determine central ideas explicitly stated in a moderately complex text			
	Make an inference about the central idea of a moderately complex text	Low	6-8.RST.2	
	Determine the central idea of a complex text	High	6.RI.2	
	Determine the central idea of a complex text	Medium	6.RL.2	
Support Main Idea	Determine a central idea of a very complex text (or section of text)	High	6.RI.2	
	Determine a central idea of a very complex text (or section of text)	Medium	6.RL.2	
	Determine a central idea of a very complex text (or section of text)	Low	6-8.RST.2	
	Use evidence to support a stated central idea of a highly complex text			
	Use evidence to support the identification of the central idea of a moderately complex text	High	6.RI.2	
Use evidence to support an explicitly stated central idea of a moderately complex text				
Support an inferred central idea with evidence from a moderately complex text				
Use details to support a theme in a complex literary text				
Summarize	Summarize a slightly complex informational text	Medium	6.RI.2	
	Summarize events across multiple sections of text			
	Use inference to summarize a section of text	High	6.RI.2	
	Summarize a complex literary text	Medium	6.RL.2	
	Summarize a complex literary text	High	6.RI.2	

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TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Describe the Relationship Between Events	Analyze the connection of ideas across a text	High	8.RI.3	
	Identify a step in a multi-step process from a slightly complex text	Low	6-8.RST.3	
	Use evidence to support following a multi-step process			
	Analyze connections among ideas in a slightly complex text	High	8.RI.3	
	Make connections between clearly stated ideas in a moderately complex text	High	8.RI.3	
	Make distinctions b ideas in moderately complex text	Low	6-8.RH.3	
	Analyze connections among ideas in a very complex text	High	8.RI.3	
	Use multiple pieces of evidence to support analysis of the connection of ideas			
	Use evidence to support the analysis of connections among ideas in a very complex text			

DOMAIN: Craft & Structure (38%) CATEGORY: Reading Informational Text (RI) / Reading Literature (RL) / Literacy in History-Social Studies (RH) # Questions: 16	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
Meaning of On-level Words or Phrases in Context	Determine the purpose of a section of text	Medium High	6.RL.4 6.RI.4	
	✚Determine the meaning of tier 1 word			
	✚Determine the meaning of tier 2 words in moderately complex texts			
	Determine the meaning of tier 2/multiple meaning words in context	Medium	6.RL.4	
	Determine the meaning of words in literary texts			
	Determine meaning of figurative language in literary text			
Use Text Tools to Locate Information	✚Determine the meaning of figurative language in context			
	Analyze the function of a text feature	High	7.RI.5	
	Analyze the function of a section of text			
	✚Analyze the connection of a section of text to the whole (moderately complex text)	Low	●6.RI.5	
	Analyze the connection of a section of text to the whole (very complex text)	Low	●6.RL.5	
Use evidence to support the determination of the purpose of a section of text				
Identify Author's Purpose	Determine the author's purpose (explicitly stated)	High	8.RI.6	
	Determine authors' purposes across complex texts			
	Compare the author's purpose across multiple texts			
Identify Author's/s' Point of View	✚Determine the point of view of a section of text	Low	●6-8.RH.6	
	Determine the point of view of a text (explicitly stated)			
	Determine point of view of a moderately complex text			
	Determine point of view of a moderately-very complex text			
	Use evidence to support the determination of point of view			

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DOMAIN: Integration of Knowledge & Ideas (15%) CATEGORY: Reading Informational Text (RI) / Literacy in Science & Technical Texts (RST) # Questions: 7	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	
Connect Illustration & Text	✚ Incorporate graphic and text to understand topic	Low	6-8.RST.7 ●6.RI.7		
	✚ Use evidence to support a stated claim				
	✚ Evaluate a claim made in a text				
	✚ Evaluate support for a claim				
	✚ Compare claims made across texts				
	✚ Integrate BASIC quantitative information with evidence from the text			Low	
	✚ Use quantitative data to support stated author's point of view				
	Integrate quantitative information with evidence from text				
Evaluate Arguments/Claims in Text	Use quantitative data and evidence from the text to support stated author's point of view				
	Identify a claim made in text	High	8.RI.8		
	Determine relevance of evidence used to support a claim				
	Use evidence to support a claim made in complex texts				
	Compare claims made across texts and support comparison with multiple pieces of evidence				

- ✚ Listed on the *TABE 11/12 Skills Crosswalk Level D* for Reading but not on *Individual Student Profile Report*.
- Listed on the *TABE 11/12 Blue Print Level D* for Reading but not found on the *Individual Student Profile Report*.

Correlated CCR Anchor/Substandards & Descriptions

Key Ideas & Details

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|--------------------------|-------------|--|
| <input type="checkbox"/> | 6.RI.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| <input type="checkbox"/> | ● 7.RI.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <input type="checkbox"/> | 8.RI.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| <input type="checkbox"/> | 6.RL.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| <input type="checkbox"/> | 7.RL.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <input type="checkbox"/> | ● 6-8.RST.1 | Cite specific textual evidence to support analysis of science and technical texts. |
| <input type="checkbox"/> | 6-8.RST.2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| <input type="checkbox"/> | 6-8.RST.3 | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| <input type="checkbox"/> | ● 6-8.RH.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| <input type="checkbox"/> | 6-8.RH.3 | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). |

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Craft & Structure

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| <input type="checkbox"/> | 6.RI.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| <input type="checkbox"/> | ● 6.RI.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| <input type="checkbox"/> | 7.RI.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| <input type="checkbox"/> | 8.RI.6 | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
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| <input type="checkbox"/> | 6.RL.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| <input type="checkbox"/> | ● 6.RL.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| <input type="checkbox"/> | ● 6-8.RH.6 | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |

Integration of Knowledge & Ideas

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|--------------------------|-----------|--|
| <input type="checkbox"/> | ● 6.RI.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issues. |
| <input type="checkbox"/> | 8.RI.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| <input type="checkbox"/> | 6-8.RST.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issues. |

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

TABE Test for Adult Assessment: TABE 11/12 Individual Profile Report
<https://tabe.drccdirect.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.