

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: 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 (310-441) 2 (442-500)

POST-TESTING INFORMATION:

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

DOMAIN: Phonics & Word Recognition (16%) (Reading Foundational Skills)	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency
CATEGORY: Reading Foundational Skills (RF)	<input type="checkbox"/> Partial Proficiency
# Questions: Form 11: 5 / Form 12: 6	<input type="checkbox"/> Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Segment Syllables	Decode multisyllable words			
Know Long and Short Vowel Sounds	Distinguish between vowel sounds	Medium	2.RF.3	
	Distinguish between vowel sounds of words embedded in a sentence	Medium	2.RF.3.a	
	Distinguish between vowel sounds of words with similar structure	Medium	2.RF.3.b	
		Medium	2.RF.3.e 2.RF.3.f	
Understand Affixes	Determine the meaning of common affixes			
	Determine word meaning based on suffix			
	Determine the meaning of a common affix embedded in a sentence	High	3.RF.3	
	Describe the connection between ideas in a moderately complex text	High	3.RF.3.a	
	Explain connection between ideas in a very complex text	High	3.RF.3.b	
	Use evidence to explain the connections between ideas	High	3.RF.3.c	
	Use details to support inferences regarding connections in a text	High	3.RF.3.d	

DOMAIN: Key Ideas & Details (37%)	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency
CATEGORY: Reading Informational Text (RI)	<input type="checkbox"/> Partial Proficiency
# Questions: Form 11: 15 / Form 12: 14	<input type="checkbox"/> Proficiency

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Respond to basic questions about key details in a slightly complex text			
	Respond to basic questions about key details in a moderately complex text			
	Recount key details of a very complex text without requiring inference	High	2.RI.1	
	Recount key details of a slightly complex text without requiring inference			
	Recount key details of a moderately complex text without requiring inference			
	Respond to inferential questions about key details			
Draw Inferences in Text	Make an inference about details			
	Make an inference based on a section of text	High	2.RI.1	
	Make an inference connecting ideas in a text			
Identify Main Idea	Determine main idea in a moderately complex sentence			
	Determine the main idea in a slightly complex text	High	3.RI.2	
	Determine the main idea in a moderately complex text			
	Identify the main idea of a very complex text			
Support Main Idea	Use evidence to support determination of a main idea			
	Support an explicit main idea with evidence from text	High	3.RI.2	
Summarize	Summarize an informational text			

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TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Describe the Relationship Between Events	Describe the connection between ideas in a slightly complex text	Medium	3.RI.3	

DOMAIN: Craft & Structure (32%) CATEGORY: Reading Informational Text (RI) # Questions: 13		SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency		
TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Meaning of On-level Words or Phrases in Context	Determine the meaning of a tier 1 word in context	High	3.RI.4	
	Determine the meaning of a tier 2 word in context			
	Determine the meaning of a phrase in context			
Use Text Tools to Locate Information	Use text features to locate details in slightly complex texts	Low	2.RI.5	
	Use text features to locate details in moderately complex texts	Medium	3.RI.5	
	Use text features to locate details in very complex texts			
Identify Author's Purpose	Identify the author's purpose regarding an idea	Medium	2.RI.6	
	Identify the author's purpose in a slightly complex text			
	Identify author's purpose in a moderately complex text			
	Use evidence to support the author's purpose			
Identify Author's/s' Point of View	Identify the author's opinion regarding a topic	Medium	3.RI.6	
	Identify the author's opinion in regarding a topic in a slightly-moderately complex text			
	Identify the author's point of view in a slightly-moderately complex text			
	Identify the author's point of view in a very complex text			
	Use evidence to support the author's opinion			

DOMAIN: Integration of Knowledge & Ideas (15%) CATEGORY: Reading Informational Text (RI) # Questions: 7		SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency		
TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Connect Illustration & Text	Use graphics to support understanding of a slightly complex text	Medium	3.RI.7	
	Use graphics and text to support understanding of a slightly complex text			
	Use graphics to support understanding of a moderately complex text			
	Use graphics to support understanding of a very complex text			
How Reasons/Evidence Support Author's Point	Use evidence in slightly complex text to support reasons	Low	2.RI.8	
	Use evidence in moderately complex text to support reasons			
	Use evidence in a very complex text to support reasons			
	Use multiple pieces of evidence to support reasons			
	Explain the author's use of evidence to support an idea in very complex text			
	Use evidence to support the explanation of an author's point about a text			
	Use multiple pieces of evidence to support the explanation of an author's point about a text			
Use text evidence from multiple texts to support the use of quantitative information				

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Correlated CCR Anchor/Substandards & Descriptions

Phonics & Word Recognition (Reading Foundational Skills)

- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 2.RF.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- +2.RF.3.b Know spelling-sound correspondences for additional common vowel teams.
- +2.RF.3.e Identify words with inconsistent but common spelling-sound correspondences.
- +2.RF.3.f Decode multisyllable words.
- 3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.RF.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.
- 3.RF.3.b Decode words with common Latin suffixes
- 3.RF.3.c Decode multisyllable words
- +3.RF.3.d Read grade-appropriate irregularly spelled words

+ Listed on the *TABE 11/12 Blue Print Level M* for Reading but not on *Individual Student Profile Report*.

Key Ideas & Details

- 2.RI.1 Ask & answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft & Structure

- 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 3.RI.4 Determine meaning of general academic & domain-specific words & phrases in a text relevant to a grade 3 topic or subject area
- 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate info. relevant to a given topic efficiently.
- 3.RI.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge & Ideas

- 2.RI.8 Describe how reasons support specific points the author makes in a text.
- 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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.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.