

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: 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 (442-500) 3 (501-535)

POST-TESTING INFORMATION:

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

DOMAIN: Key Ideas & Details (37%) CATEGORY: Reading Informational Text (RI) / Reading Literature (RL) # Questions: 18	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency
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TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text			
	Support a stated inference with detail from the text	Low	4.RI.1	
	Use details to support inferences regarding connections in a text	Low	4.RL.1	
Draw Inferences in Text	Make an inference about a section of text			
	Make an inference based on a section of text			
	Make an inference about the text			
	Make an inference about an event in a slightly complex text	Low	5.RI.1	
	Make inferences based on events in a moderately complex text	Medium	5.RL.1	
	Make an inference connecting ideas in a text			
Identify Main Idea	Identify the central idea of a literary text			
	Identify the main idea of a moderately complex text	High	4.RL.2	
	Identify the main idea of a very complex text			
	Determine the theme of a text across varying text complexities			
Support Main Idea	Use details to support the main idea			
	Use details to support the main idea in a very complex text	High	4.RI.2	
	Support an inferred central idea with evidence from a moderately complex text			
Summarize	Summarize a section of the text			
	Summarize an informational text			
Describe the Relationship Between Events	Use details to support key ideas			
	Explain an idea based on explicitly stated details			
	Explain sequence of an event in a slightly complex text			
	Explain sequence of an event in a moderately complex text			
	Make distinctions between ideas in a moderately complex text	High	4.RI.3	
	Analyze the connections among ideas in a very complex text			
	Use evidence to support the analysis of connections among ideas in a very complex text			
	Make an inference connecting historical events			

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ABE Reading: TABE® Level M

DOMAIN: Craft & Structure (42%) CATEGORY: Reading Informational Text (RI) / Reading Literature (RL) # Questions: 17	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 meaning of a tier 1 word in context	High	5.RI.4	
	✚ Determine the meaning of a tier 1 multiple meaning word in context			
	Determine the meaning of a more difficult tier 1 word in context			
	Determine the meaning of a tier 2 word in context			
	Determine the meaning of a tier 2 multiple meaning word in context			
	Determine the meaning of a word in very complex text			
	Determine the meaning of a phrase used in context			
	Determine the meaning of a phrase used in a very complex text			
	✚ Determine the meaning of figurative language (sentence level)			Medium
Use Text Tools to Locate Information	Describe the structure of a slightly to moderately complex text	Medium	4.RI.5	
	Describe the structure of a section of very complex text			
	Describe the structure of a section of very complex text (technical document)			
	Describe the structure of multiple paragraphs of a moderately complex text			
	Describe the structure of very complex text			
	Compare information expressed in multiple formats			
	Use evidence to support comparisons of the structure of moderately to very complex texts			Low
Use evidence to support comparisons of information expressed in multiple formats	Medium	4.RI.5		
Identify Author's Purpose	Describe the author's point of view in moderately complex text	Medium	5.RI.6	
	Compare the point of view across multiple texts on the same topic			
	✚ Compare the point of view between multiple slightly complex texts on the same topic			
Identify Author's/s' Point of View	Use evidence to support the comparison of points of view across multiple texts on the same topic	Medium Low	5.RI.6 5.RL.6	

DOMAIN: Integration of Knowledge & Ideas (11%) CATEGORY: Reading Informational Text (RI) # Questions: 5	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	Explain the connection between text and graphics	Medium	4.RI.7	
	Use quantitative information to support text			
	Use quantitative information to support multiple texts			
	Use text evidence to support the use of quantitative information			
	Use text evidence from multiple texts to support the use of quantitative information			

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ABE Reading: TABE® Level M

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
How Reasons/Evidence Support Author's Point	Identify author's point about a section of moderately complex text	Medium	5.RI.8	
	Explain the author's use of evidence to support an idea in a slightly complex text			
	Use evidence to support the explanation of an author's point about a section of text			
	Explain the author's use of evidence to support an idea in moderately complex text			
	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			
	Determine the relevance of evidence used to support a claim			
	Compare claims made across texts and support comparison with multiple pieces of evidence			

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

Correlated CCR Anchor/Substandards & Descriptions

Key Ideas & Details

- 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RI.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft & Structure

- 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 5.RI.4 Determine meaning of general academic & domain-specific words & phrases in a text relevant to a grade 5 topic or subject area.
- 5.RI.5 Compare & contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 5.RI.6 Analyze multiple accounts of same event or topic, noting important similarities & differences in point of view they represent.
- 5.RL.4 Determine meaning of words & phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge & Ideas

- 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) & explain how the information contributes to understanding of the text in which it appears.
- 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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.