

A.B.E. Reading: IISP for TABE 13&14[®] Level A

Student: _____ I.D.: _____
 Teacher: _____ Course: _____ Date: _____

CURRENT TESTING INFORMATION

Test Date: _____
 Current Test Level: D A
 Current Test Form: 13 14
 NRS & Scale Score: NRS 4 (536-575)
 NRS 5 (584-630)
 NRS 6 (631-800)

Points Needed for Next Level: _____

POST-TESTING INFORMATION

Target Post-test Date: _____
 NTA Test Level: _____
 NTA Form: _____
 Target NRS Level: _____
 Min. Target Scale Score: _____
 Total Test Items: Forms 13 & 14: 40
 Total Testing Time: Forms 13 & 14: 100 min.

Domain: Key Ideas & Details (45.5%)

Reading Strands: Reading Informational Text (RI)
 Reading Literary Text (RL)

Proficiency: Non-proficiency
 Partial proficiency
 Proficiency

Total Points: Forms 13: 20 & 14: 20

Minimum points required for proficiency:
 Form 13 (18); Form 14 (18)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Analyze the connection of ideas across a moderately complex text (11–12.RI.3)	
<input type="checkbox"/>	Identify a key detail to include in a summary of a text (9–10.RI.2, 9–10.RL.2)	
<input type="checkbox"/>	Use details to support a given inference (9–10.RI.1, 9–10.RL.1)	
<input type="checkbox"/>	Identify the idea developed in multiple sections of text (11–12.RI.3)	
<input type="checkbox"/>	Analyze the connection of ideas within a section of text (11–12.RI.3)	
<input type="checkbox"/>	Explain how theme is developed in a moderately complex text (9–10.RL.2)	
<input type="checkbox"/>	Summarize a moderately complex literary text (9–10.RL.2)	
<input type="checkbox"/>	Use details to support a stated idea in a very complex text (9–10.RI.1, 9–10.RL.1)	
<input type="checkbox"/>	Determine a central idea of a moderately complex text (9–10.RI.2)	
<input type="checkbox"/>	Use evidence to support the determination of central idea in a moderately complex text (9–10.RI.2, 9–10.RL.2)	
<input type="checkbox"/>	Analyze the connection of ideas across a moderately to very complex text (11–12.RI.3)	
<input type="checkbox"/>	Draw a conclusion based on evidence (9–10.RI.2, 9–10.RL.2)	
<input type="checkbox"/>	Determine a central idea of a very complex text (9–10.RI.2, 9–10.RL.2)	
<input type="checkbox"/>	Use evidence to support the determination of central idea in a very complex text (9–10.RI.2)	
<input type="checkbox"/>	Use evidence to support a conclusion (9–10.RI.1, 9–10.RL.1)	
<input type="checkbox"/>	Analyze the connection of ideas across a very complex text (11–12.RI.3)	
<input type="checkbox"/>	Make distinctions between ideas in very complex text (11–12.RI.3)	
<input type="checkbox"/>	Use evidence to support an analysis of ideas within very complex text (9–10.RI.1, 9–10.RL.1)	
<input type="checkbox"/>	Use details to support a given inference in a very complex text (9–10.RI.1, 9–10.RL.1)	

<input type="checkbox"/>	Use details to support a stated idea in a very complex text (9–10.RI.1, 9–10.RL.1)	
<input type="checkbox"/>	Analyze the development of ideas across a moderately to very complex text (11–12.RI.3)	
<input type="checkbox"/>	Use evidence to support an analysis of the development of ideas within an informational text (9–10.RI.1, 9–10.RL.1)	
<input type="checkbox"/>	Identify a detail to add to a summary of a literary text (9–10.RL.2)	
<input type="checkbox"/>	Analyze the development of a central idea (9–10.RI.2)	
<input type="checkbox"/>	Use evidence to support the analysis of the development of a central idea (9–10.RI.2, 9–10.RL.2)	
<input type="checkbox"/>	Analyze the connection of ideas across a highly complex text (11–12.RI.3)	

Domain: Craft & Structure, Vocabulary Acquisition and Use (40.9%)

Reading Strands: Reading Informational Text (RI) Reading Literary Text (RL)	Proficiency: <input type="checkbox"/> Non-proficiency <input type="checkbox"/> Partial proficiency <input type="checkbox"/> Proficiency
Total Points: Forms 13: 18 & 14: 18	Minimum points required for proficiency: Form 13 (16); Form 14 (17)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Determine the impact of word choice on tone (9–10.RI.4, 9–10.RL.4)	
<input type="checkbox"/>	Determine the meaning of tier 2 terms with abundant context clues (9–10.RI.4, 9–10.RL.4)	
<input type="checkbox"/>	Determine the meaning of tier 2 words in context (9–10.RI.4, 9–10.RL.4, 11-12.L.4.a)	
<input type="checkbox"/>	Use evidence to support a stated impact of word choice on meaning (9–10.RI.4, 9–10.RL.4)	
<input type="checkbox"/>	Analyze the purpose of the text structure (11–12.RI.5)	
<input type="checkbox"/>	Identify a point of view shared by characters (11–12. RL.6)	
<input type="checkbox"/>	Determine the meaning of tier 1 words in context (9–10.RI.4, 9–10.RL.4)	
<input type="checkbox"/>	Analyze the function of a section of text to develop ideas in an informational text (9–10.RI.5)	
<input type="checkbox"/>	Determine the impact of word choice on meaning (commonly used word) (9–10.RI.4, 9–10.RL.4)	
<input type="checkbox"/>	Analyze the effectiveness of the text structure (11–12.RI.5)	
<input type="checkbox"/>	Determine author’s purpose in an informational text (9–10.RI.6)	
<input type="checkbox"/>	Analyze a point of view reflected in a work of literature (9–10.RL.6)	
<input type="checkbox"/>	Analyze the effectiveness of the text structure in a moderately complex text (11–12.RI.5)	
<input type="checkbox"/>	Determine the meaning of tier 2 terms in context (9–10.RI.4, 9–10.RL.4, 9-10.RST.4)	
<input type="checkbox"/>	Analyze how narrative point of view influences how events are described (9–10.RL.6)	
<input type="checkbox"/>	Determine author’s purpose in a moderately complex informational text (9–10.RI.6)	
<input type="checkbox"/>	Use evidence to support a stated point of view (9–10.RI.6)	
<input type="checkbox"/>	Analyze author’s method for developing point of view (9–10.RI.6)	
<input type="checkbox"/>	Determine the impact of word choice on meaning (commonly used phrase) (9–10.RI.4, 9–10.RL.4)	
<input type="checkbox"/>	Determine the impact of word choice on meaning (grade-level words or phrase) (9–10.RI.4, 9–10.RL.4)	
<input type="checkbox"/>	Determine the impact of word choice on tone by making inferences (9–10.RI.4, 9–10.RL.4)	
<input type="checkbox"/>	Use evidence to support determination of author’s point of view (9–10.RI.6)	
<input type="checkbox"/>	Determine author’s point of view in a moderately complex text (9–10.RI.6)	
<input type="checkbox"/>	Use evidence to support determination of point of view in a very complex text (9–10.RI.6)	
<input type="checkbox"/>	Analyze the effectiveness of the structure in a moderately to very complex text (11–12.RI.5)	
<input type="checkbox"/>	Compare point of view across multiple texts (9–10.RH.6)	

<input type="checkbox"/>	Analyze the function of multiple sections to develop ideas in a very complex text (9–10.RI.5)	
<input type="checkbox"/>	Analyze method for developing point of view (including rhetoric) (9–10.RI.6)	
<input type="checkbox"/>	Analyze the effectiveness of the structure in a very complex text (11–12.RI.5)	

Domain: Integration of Knowledge & Ideas (13.6%)		
Reading Strands: Reading Informational Text (RI)	Proficiency:	<input type="checkbox"/> Non-proficiency <input type="checkbox"/> Partial proficiency <input type="checkbox"/> Proficiency
Total Points: Form 13: 6 & Form 14: 6	Minimum points required for proficiency: Form 13 (6); Form 14 (6)	

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Use simple graphics to support understanding of text (RI.11-12.7)	
<input type="checkbox"/>	Evaluate support for an idea in a slightly complex text (9–10.RI.8)	
<input type="checkbox"/>	Identify ideas used to develop an author's claim (9–10.RI.8)	
<input type="checkbox"/>	Use text evidence to support an author's claim (9–10.RI.8)	
<input type="checkbox"/>	Evaluate support for an idea in a text (9–10.RI.8)	
<input type="checkbox"/>	Integrate information from moderately complex text and a graphic (RI.11-12.7)	
<input type="checkbox"/>	Integrate information from moderately complex text and quantitative information (RI.11-12.7)	
<input type="checkbox"/>	Explain the connection between text and moderately complex graphics (RI.11-12.7)	
<input type="checkbox"/>	Evaluate support for an idea in a very complex text (9–10.RI.8)	
<input type="checkbox"/>	Explain the connection between very complex text and graphics (RI.11-12.7)	