

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

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

CURRENT TESTING INFORMATION

Test Date: _____
 Current Test Level: E
 Current Test Form: 13 14
 NRS & Scale Score: NRS 1 (310-441)
 NRS 2 (442-500)

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: 42
 Total Testing Time: Forms 13 & 14: 100 min.

Domain: Reading Foundational Skills (18.2%)

Reading Strands: Reading Foundational Skills (RF) **Proficiency:** Non-proficiency
 Partial proficiency
 Proficiency
Total Points: Forms 13 & 14: 8 **Minimum points required for proficiency:**
 Form 13 (8); Form 14 (8)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Know spelling-sound correspondences for common vowel teams (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Decode common multisyllable words (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Determine the meaning of common affixes (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Recognize common irregularly spelled words (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Recognize grade-appropriate irregularly spelled words (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Determine word meaning based on prefix (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Identify words with inconsistent but common spelling-sound correspondences (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Identify a multisyllable word that matches a given meaning (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Recognize common irregularly spelled words that are frequently confused (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Determine word meaning based on suffix (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Decode multisyllable words consistently (2.RF.3, 3.RF.3)	
<input type="checkbox"/>	Use context to recognize and understand words (2.RF.4)	
<input type="checkbox"/>	Determine word meaning based on suffix to complete a sentence (2.RF.3, 3.RF.3)	

Domain: Key Ideas & Details (36.4%)

Reading Strands: Reading Informational Text (RI)

Proficiency: Non-proficiency
 Partial proficiency
 Proficiency

Total Points: Form 13: 16 & Form 14: 17

Minimum points required for proficiency:
 Form 13 (14); Form 14 (15)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Respond to basic questions about key details in a slightly complex text (2.RI.1, 2.RL.1)	
<input type="checkbox"/>	Recount key details of a slightly complex text without requiring inference (2.RI.1, 2.RL.1)	
<input type="checkbox"/>	Identify a connection between steps (3.RI.3)	
<input type="checkbox"/>	Determine the main idea of a slightly complex text (3.RI.2)	
<input type="checkbox"/>	Describe the connection between ideas in a slightly complex text (3.RI.3)	
<input type="checkbox"/>	Respond to basic questions about key details in a moderately complex text (2.RI.1, 2.RL.1)	
<input type="checkbox"/>	Describe the connection between ideas in a text (3.RI.3)	
<input type="checkbox"/>	Describe an explicit connection between ideas in a slightly complex text (2.RI.3, 3.RI.3)	
<input type="checkbox"/>	Determine the main idea of a slightly to moderately complex text (3.RI.2)	
<input type="checkbox"/>	Use evidence to support the determination of a main idea in a slightly to moderately complex text (3.RI.2)	
<input type="checkbox"/>	Respond to inferential questions about key details (2.RI.1, 2.RL.1)	
<input type="checkbox"/>	Describe an explicit connection between ideas in a slightly to moderately complex text (3.RI.3)	
<input type="checkbox"/>	Use details to describe a connection between ideas (3.RI.3)	
<input type="checkbox"/>	Determine the main idea in a slightly to moderately complex text (2.RI.2, 3.RI.2)	
<input type="checkbox"/>	Describe the connection between steps in a procedure in a text (3.RI.3)	
<input type="checkbox"/>	Respond consistently to basic questions about key details in a text (2.RI.1, 2.RL.1)	
<input type="checkbox"/>	Determine the main idea of a moderately complex text (3.RI.2)	
<input type="checkbox"/>	Use evidence to support the determination of a main idea in a moderately complex text (3.RI.2)	
<input type="checkbox"/>	Make an inference about details (2.RI.1, 2.RL.1)	
<input type="checkbox"/>	Determine the main idea in a moderately complex text (3.RI.2)	
<input type="checkbox"/>	Respond consistently to questions about key details in a moderately complex text (2.RI.1, 2.RL.1)	

Domain: Craft & Structure, Vocabulary Acquisition and Use (31.8%)

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

Proficiency: Non-proficiency
 Partial proficiency
 Proficiency

Total Points: Form 13: 14 & Form 14: 13

Minimum points required for proficiency:
Form 13 (14); Form 14 (12)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Determine the meaning of a tier 1 word in context (2.L.4.a)	
<input type="checkbox"/>	Identify the author's purpose in a slightly complex text (2.RI.6)	
<input type="checkbox"/>	Determine the meaning of a tier 2 word in context (3.RI.4)	
<input type="checkbox"/>	Identify what the author wants to explain (2.RI.6)	
<input type="checkbox"/>	Determine the nonliteral meaning of a phrase used in a slightly complex text (3.RI.4)	
<input type="checkbox"/>	Use text features to locate details in slightly complex texts (3.RI.5)	
<input type="checkbox"/>	Identify the main purpose of a pair of slightly complex texts (2.RI.6)	
<input type="checkbox"/>	Determine the meaning of a grade-level tier 1 word in context (3.RI.4)	
<input type="checkbox"/>	Determine the meaning of a phrase in context (3.RI.4)	
<input type="checkbox"/>	Identify the author's purpose in a slightly to moderately complex text (2.RI.6)	
<input type="checkbox"/>	Determine the nonliteral meaning of a phrase used in a slightly to moderately complex text (3.RI.4)	
<input type="checkbox"/>	Use text features to locate details in slightly to moderately complex texts (3.RI.5)	
<input type="checkbox"/>	Identify an explicitly stated author's purpose in a moderately complex text (2.RI.6)	
<input type="checkbox"/>	Determine the meaning of a tier 2/multiple meaning word in context (3.RI.4, 3.L.5)	
<input type="checkbox"/>	Identify the main purpose of a text feature (2.RI.6)	
<input type="checkbox"/>	Determine the nonliteral meaning of a phrase used in a moderately complex text (3.RI.4)	
<input type="checkbox"/>	Identify the author's purpose in a slightly to moderately complex text (2.RI.6)	

Domain: Integration of Knowledge & Ideas (13.6%)

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

Proficiency: Non-proficiency
 Partial proficiency
 Proficiency

Total Points: Forms 13 & 14: 6

Minimum points required for proficiency:
Form 13 (6); Form 14 (6)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Compare important points in two texts on the same topic (3.RI.9)	
<input type="checkbox"/>	Use graphics to support understanding of a slightly complex text (3.RI.7)	
<input type="checkbox"/>	Use text evidence to identify specific points (2.RI.8)	
<input type="checkbox"/>	Use text evidence to support reasons (2.RI.8)	
<input type="checkbox"/>	Use graphics to support understanding of a moderately complex text (3.RI.7)	
<input type="checkbox"/>	Use moderately complex graphics to support understanding of a moderately complex text (3.RI.7)	